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ABSTRACT

The prevocational course in business education is designed to enable the sophomore student to complete a full year of typewriting, explore careers in business, and gain beginning skills for business jobs. The 12-unit course includes units on introduction and typing review, machine and manual math, communication and self-awareness, punctuation, money and handling, job orientation, forms and tabulation, data processing, machine math and manuscript typing, introduction to the world of business, and career exploration. A job orientation unit provides practice in job-finding skills. Each unit contains activities, educational objectives, materials and media, and sources and suggestions. (NJ)

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CURRICULUM GUIDE AND COURSE OUTLINE FOR
JOB EXPLORATION AND MACHINE SKILLS

(VT 101 969)

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CURRICULUM GUIDE AND COURSE OUTLINE FOR
JOB EXPLORATION AND MACHINE SKILLS

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This guide was prepared by the participants of
a Business Education workshop for the Phoenix Union
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June 1973

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PREFACE:

Job Exploration and Machine Skills (JEMS) is a course formulated during a PUHS system workshop during the 1972-73 school year and the summer of 1973. The course was designed for sophomores and primarily geared for those students who had completed TABS. However, provision has been made for students who have not had TABS.

This is a pre-vocational course which will enable the TABS student to finish a full year of typewriting, explore careers, and gain beginning skills for business jobs.

The course is divided into 12 instructional units. Each unit contains:

JEMS Activities

Educational Objectives

Materials and Media

Sources or Suggestions

Special activities and materials have been added to most of the units. These can be duplicated by the teacher for class use.

The following page is a Career Investigation sheet and may be used by students with the various units as the teacher decides.

CAREER INVESTIGATION SCALE

Definite Interest _____ Never!
8 7 6 5 4 3 2 1

J

JOBS YOU OBSERVED OR INVESTIGATED _____

JEMS CAREER FIELD _____ POSITION _____

JOB DESCRIPTION _____

E

EXPLORATORY FACTS--

EDUCATION REQUIRED _____

EXPERIENCE REQUIRED _____

M

MACHINES OPERATED ON THE JOB _____

MONEY NEEDED TO OBTAIN JOB _____

FOR TRAINING _____

FOR EQUIPMENT, SUPPLIES, OTHER SPECIAL PURCHASES _____

S

KILLS NEEDED _____

SALARY FOR BEGINNING EMPLOYEE _____ SALARY POTENTIAL _____

SOURCE OF INFORMATION _____

TEACHER _____ PERIOD _____ NAME _____

DATE ASSIGNED _____ DATE DUE _____

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JEMS OUTLINE

Suggested
Time*

1. INTRODUCTION AND TYPING REVIEW. 3 weeks
2. MACHINE AND MANUAL MATH. 3 weeks
3. COMMUNICATIONS AND SELF-AWARENESS. 3 weeks
4. TYPING AND PUNCTUATION. 3 weeks
5. MONEY HANDLING. 3 weeks
6. JOB ORIENTATION 3 weeks
7. TYPING FORMS AND TABULATIONS. 3 weeks
8. DATA PROCESSING. 3 weeks
9. MACHINES AND MANUSCRIPTS. 3 weeks
10. WHERE DO YOU FIT?. 4 weeks
11. CAREER EXPLORATION. 4 weeks
12. CULMINATION 1 week

*based on 55-minute periods.

INTRODUCTION



and



TYPE
WRITING

REVIEW

UNIT 1 - INTRODUCTION AND TYPING REVIEW

JEMS ACTIVITIES: Orientation to the course. The teacher should take part of the first day to give the students an overview of the entire course, and what they will be expected to do during the course.

Introduction to electric typewriters. (The pamphlets which come with the typewriters are an excellent source for this instruction.) Stress the difference in touch and the different operating parts.

Keyboard review. Since the students will have been away from typing for some time, they will need to review the keyboard. Reviews at the end of each beginning chapter in the typewriting textbook are excellent sources for the review.

Typing fundamentals, such as posture, eyes on material, etc. should be covered.

Pre-test (given during second week). The pre-test which is attached covers all the material to be covered in the course. You will be giving the post-test (same test) at the end of the course.

Discuss reading and following directions. A CAREER IN THE MODERN OFFICE #3 has a short section covering this topic. This should be followed by a simple exercise (#1). Additional exercises should be given periodically so they can get in the habit of following written instructions.

Some time should be spent in discussing work habits, keeping work area clean and handling equipment (especially since they will be sharing some of the equipment).

EDUCATION OBJECTIVES:

The student will be able to identify and operate parts of the typewriter as they operate the typewriter throughout the remainder of the course.

The student will use correct typewriting form when using the typewriter.

The student will bring his typewriting skill up to the level achieved at the end of the preceeding year.

The student will demonstrate his ability to read and follow a set of instructions without assistance.

MATERIALS:

Use typewriting book for typewriting review
Samples of "following directions excercises are included".
The book which comes with the typewriter for specific instructions.

Typing 300

Century 21 typewriting

Typewriting packets by Gregg and South-Western

A Career in the Modern Office #3

SUGGESTIONS:

Most of the time during this unit will be spent getting the student acquainted with his new typewriter and reviewing basic operations - it should be kept in mind that these students have had the equivalent of one semester of typewriting and this was spread over the entire freshman year; therefore, they will need the concentrated review.

CAN YOU FOLLOW DIRECTIONS

THIS IS A TIMED TEST!

1. Read all of the statements carefully before you do anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word "name" in sentence number 2.
4. Draw five (5) small squares in the upper left hand corner.
5. Put an "x" in each square.
6. Put a circle around each square.
7. Sign your name under the title of this paper.
8. After the title, write "yes, yes, yes".
9. Put a circle completely around sentence number seven (7).
10. Put an "x" in the lower left hand corner of this page.
11. Draw a triangle around the "x" you just put down.
12. On the back of this paper, multiply 703 by 66.
13. Draw a rectangle around the word "five" in sentence four (4).
14. Loudly call out your first name when you get this far.
15. If you think you have followed directions carefully to this point, call out, "I have it".
16. On the reverse side of this paper add 8950 and 9850.
17. Put a circle around your answer.
18. In your normal speaking voice, count from ten (10) to one (1) backwards.
19. Punch three small holes in the top of this paper with your pencil point.
20. If you are the first person to reach this point, loudly call out,
"I AM THE FIRST PERSON TO REACH THIS POINT, AND I AM THE LEADER IN
FOLLOWING DIRECTIONS!!!"
21. Underline all even numbers on the left side of this page.
22. Put a square around each written-out number on this page.
23. Loudly call out, "I AM NEARLY FINISHED: I HAVE FOLLOWED DIRECTIONS".
24. Now that you have finished reading everything, do only sentences one
and two.

READING & FOLLOWING INSTRUCTIONS

1. Use a full sheet of paper.
2. Type your name in the upper left hand corner. Last name followed by a comma and your first initial.
3. Underline your last name only.
4. Go down 10 spaces and type the name of your typewriting book in all caps.
5. Remove your paper from the typewriter and write the information you have just typed below the typed data.
6. Take your paper and check it with the one posted on the board.
7. Re-insert your paper and underline the name of your typewriting book.
8. Write the numbers 1 through 20 above the name of your typewriting book.
9. Write your student number below your name.
10. Put your paper in sideways and type the name of your school, your teacher's name, and the name of this course.
11. Go to the back of the room and locate the rubber stamp. Stamp your paper in each corner on both the front and back of the paper.
12. Get your teacher's initial on the back of your paper.
13. Re-insert your paper upside down and type your name and address 21 lines from the top of the paper.
14. Remove your paper and insert it the way you had it to start with and type the name of your principal right below the name of your school.
15. Go down four spaces and type the school colors and school mascot.
16. Sign your name at the bottom of the page upside down and turn your paper in.

UNIT #1 INTRODUCTION

Name _____

BRAIN TEASER

Answer the following questions to check your reading and reasoning ability.

1. Why can't a man, living in Winston-Salem, be buried west of the Mississippi River? _____
2. Some months have 30 days, some have 31 days. How many have 28 days?

3. I have in my hand two U.S. coins which total 55 cents. One is not a nickel. Place that in mind. What are the two coins? _____
4. A farmer had 17 sheep. All but 9 died. How many did he have left? _____
5. Two men play checkers. They play five games and each man wins the same number of games. How do you figure that out? _____
6. If you had only one match and entered a room where there was a lamp, an oil heater, and some kindling wood, which would you light first? _____
7. Take two apples from three apples and what do you have? _____
8. Is it legal in North Carolina for a man to marry his widow's sister? _____

9. The archaeologist who said he found a gold coin marked 46 B. C. was either lying or kidding. Why? _____
10. A woman gives a beggar 50 cents. The woman is the beggar's sister, but the beggar is not the woman's brother. How is this possible? _____

PRE-TEST, POST-TEST

and

ANSWERS

for

JEMS

TYPING PRE-TEST, POST-TEST

1. You will be given 2 five-minute timed writings. Score your best one of the two on NWPM--figure the words typed per minute and then subtract two (2) for every error.

Set a 70 space line, doublespacing, and 5 space paragraph indentation.

2. Type the following letter in any acceptable style. No carbon copy is necessary. Correct your errors.

(Today's date) The Haynes-Wilson Company, 336 South 14 Street,
Richmond, Virginia 23201 Gentlemen

We have had no reply to any of our letters about your overdue account.

We realize that our customers occasionally become financially embarrassed for one reason or another, and we are always glad to accomodate them by granting an extension of time whenever troubles arise. When, however, a customer repeatedly ignores all reminders, it puts us in a dilemma.

Unless we receive your check or your promise to pay within a reasonable length of time, we shall have no choice but to put your account in the hands of our attorney for collection. We are reluctant to do so, but you leave us no alternative. A check by return mail will preserve your good credit rating.

This is our last appeal. We shall appreciate having a reply immediately.

Very truly yours Carl T. Leasley Credit Manager (your initials)

Pre-test and Post-test for JEMS

Section on Typing:

Directions: This is a multiple choice test; choose the best answer.

1. There are _____ spaces in a horizontal inch on a pica machine.
(a) 66 (b) 10 (c) 12
2. There are _____ spaces in a horizontal inch on an elite machine.
(a) 12 (b) 6 (c) 10
3. If you were typing on a pica machine using standard-size paper, your center would be _____?
(a) 50 (b) 42 (c) 102
4. There are _____ spaces across a standard sheet of paper on an elite machine.
(a) 66 (b) 120 (c) 102
5. There are _____ lines vertically to one inch.
(a) 6 (b) 10 (c) 12
6. A full sheet of typing paper has _____ vertical lines.
(a) 33 (b) 100 (c) 66
7. A full sheet of typing paper is _____ inches wide and _____ long.
(a) 9" x 12" (b) 8" x 11½" (c) 8½" x 11"
8. A half sheet of typing paper is _____ inches wide and _____ inches long.
(a) 5" x 8" (b) 8½" x 5½" (c) 3" x 5"
9. On an elite machine a 60 space line has a left margin of _____?
(a) 20 (b) 25 (c) 30
10. On a pica machine, a 60 space line has a right margin of _____?
(a) 80 (b) 75 (c) 72
11. For a two inch top margin, you would begin typing on line _____?
(a) 7 (b) 13 (c) 18

12. For a $1\frac{1}{2}$ inch top margin, you would begin typing on line ____?
(a) 10 (b) 13 (c) 15
13. What machine part do you use to remove your paper from the typewriter?
(a) Platen (b) line space regulator (c) paper release
14. What machine part do you use to type outside of your margins?
(a) paper bail (b) margin release (c) tab key
15. When we triple space, we have ____ blank lines between the lines typed?
(a) 2 (b) 3 (c) 4
16. Another name for the cylinder is the ____?
(a) paper bail (b) platen (c) ratchet release
17. When we center the title, JOB EXPLORATION AND MACHINE SKILLS, on a sheet of paper, we would start on what space on a pica machine?
(a) 20 (b) 25 (c) 33
18. How many blank lines do we leave between the salutation and the body of a letter?
(a) 0 (b) 1 (c) 2
19. In typing a letter with mixed punctuation, we type a colon after the salutation and a ____ after the closing.
(a) comma (b) semi-colon (c) period
20. What spacing would we use for typing a manuscript?
(a) single (b) double (c) triple

SECTION ON VOCABULARY

6-d

Choose the answer that best describes the work in the column at the left:

1. Accountant (a) person receiving money, (b) one who prepares financial reports, (c) one who gives advice, (d) an insurer, (e) a banker
2. Agenda (a) list of things to be done at a meeting, (b) things added, (c) relationship of an agent to his client, (d) representatives of a firm, (e) a secretary's notes.
3. Auditor (a) one who keeps accounts, (b) one who prepares financial reports, (c) one who sells land or securities, (d) an insurance salesman, (e) one authorized to examine another person's accounts.
4. Automation (a) a self-serve restaurant, (b) expressed by numbers rather than letters, (c) a process of mechanization; a self-regulating process, (d) any of several computer languages, (e) collection of programs and routines used with a computer.
5. Board of Directors (a) the people responsible for making the major decisions for a corporation, (b) the vice-president of a corporation, (c) the employees of an organization, (d) the leaders of government, (e) state representatives.
6. Compensation (a) reasons for taking action, (b) the amount paid for service, (c) payment for service, (d) a court fine, (e) a nice statement about a person.
7. Data Processing (a) the recording, classifying, and computing of information, (b) a unit that directs the input of data, (c) a group of related routines, (d) a collection of programs, (e) using computers.
8. Discount (a) the difference between cost and selling price, (b) a reduction in cost, (c) the general expenses such as rent, taxes, and utilities, (d) the percentage of increase in selling price over cost, (e) the actual counting of goods.
9. Disbursement (a) cast off, (b) unload, (c) obligations, (d) money spent, (e) merchandise sold.
10. Fringe benefits (a) lace on garments, (b) an event given to aid a needy cause, (c) merchandise given away by a store, (d) payment for services, (e) extras received by an employee for working other than salary.
11. Interest (a) charge for use of money, (b) current topics, (c) doors and windows, (d) things people like, (e) extra time given to pay a bill.
12. Inventory (a) value of goods on hand, (b) creation of a new product, (c) turning a product inside out, (d) merchandise displayed in a store, (e) merchandise located in a warehouse.

13. Mark-up (a) changing prices on sales tags, (b) increasing the value of goods, (c) the percentage of increase in selling price over cost, (d) the difference between cost and selling price, (e) government price lists.
14. Marketing (a) going to the store, (b) getting goods from the manufacturer to the user, (c) buying on the stock market, (d) organizing a business, (e) pricing merchandise.
15. Negotiation (a) using others for one's own benefit, (b) reason for taking action, (c) process of bargaining between two parties, (d) reduction to a lower rank, (e) being against a proposal.
16. Personnel (a) belonging to one person, (b) a group of employees, (c) attractive, (d) a song, (e) only one.
17. Resume (a) to start again, (b) a summary, (c) a mistake, (d) once more, (e) the reverse.
18. Social security (a) welfare for old people, (b) aid to dependent children, (c) assistance for needy people, (d) federal insurance for retirement, disability, and survivors, (e) voluntary insurance.
19. Labor unions (a) a social group for workers, (b) places to register for field work, (c) all people who work at manual jobs, (d) organized labor, (e) an organization of management and workers.
20. Vocation (a) a trip, (b) one's occupation, (c) a singing group, (d) a complaint, (e) reason for taking action.

ENGLISH REVIEW

On your answer sheet fill in the letter to indicate the correct mark of punctuation (a) comma, (b) semi-colon, (c) period, (d) question mark, (e) colon

The underscore indicates the place where you are to put the punctuation mark.

1. Ben _____ do you know the different kinds of perfume?
2. We saw them in this order _____ Death Valley, Carlsbad Caverns, Zion, and finally, Yellowstone National Park.
3. Can you come to see the exhibit next Sunday, July 14 _____
4. Many sea robbers stole the treasures from other ships _____ then they sank the vessel.
5. I bought a bottle of perfume for my sister _____
6. The travel list included the following _____ Vince, Dan, Burl, Adrian and Herman.
7. Tell me _____ asked Cindy _____ how are some perfumes classified?
8. Where did Carl learn how to lecture _____
9. Is it wrong to say all pirates did harm _____ some of them helped the poor.
10. Drink your milk now _____

Choose the correct word in each of the following sentences and mark it in the a or b on your answer sheet.

1. Mr. Hunt and (a) he, (b) him are experts on business law.
2. Bonnie (a) who, (b) whom we think, is a superior student, was the first person hired.
3. (a) Who (b) Whom do you think will get the first interview?
4. He, as well as (a) I (b) me has the right to choose men for office.
5. What (a) was (b) were your favorite books?
6. Tom read one of Poe's horror stories to (a) us (b) we fellows.
7. They dislike the girl (a) who (b) that is in the outer office.
8. There is no use in going without (a) you (b) your having the material.
9. Everyone should develop a hobby for (a) himself (b) themselves.
10. The two comedies or the tragedy (a) is (b) are now showing at the drive-in.

MARKETING AND DATA PROCESSING PORTION

PRE-TEST AND POST-TEST

Select the best answer from the following choices.

1. Data Processing is:

- A. Equipment and people
- B. Computers and data
- C. Systems, equipment and people
- D. Computers and systems
- E. People, data and computers

2. An example of an analog computer is:

- A. Cash Register, B. Adding Machine, C. Scale, D. A and B, E. B and C

3. Data is:

- A. Input, B. Output, C. Computers, D. Information, E. Systems

4. A Flowchart: In charting one's activities, select the one from the following list that best describes the second step in your test taking procedures:

- A. Turn in test to teacher B. Receive test C. Answer questions
- D. Read instructions E. Double check answers

5. Following are three processes in the data processing cycle:

- 1. Processing 2. Output 3. Input

From the following list, select the proper order for these steps:

- A. 1, 2, 3
- B. 3, 2, 1
- C. 3, 1, 2
- D. 2, 1, 3
- E. 1, 3, 2

6. Which of the following is not a DP operation?

- A. Converting B. Coding C. Originating D. Verifying E. Combing

7. The only reason for processing data is:
- A. To organize information
 - B. To get printed statements
 - C. To verify keypunch operations
 - D. To print payroll checks more rapidly
 - E. To equip more companies with data processing forms
8. Which of the following is not an example of printed DP output?
- A. Magazine address labels
 - B. Paychecks
 - C. Textbooks
 - D. Utility bills
 - E. Grade reports
9. MICR is input media and it is commonly found on checks. T or F
10. An abacus is a computer. T or F

Marketing portion:

11. An example of a marketing job is:
- A. Secretary
 - B. Carpenter
 - C. Salesman
 - D. Electrician
 - E. Lawyer
12. A wholesaler is a middleman. T or F
13. Most services are sold directly to the consumer. T or F
14. Mass production:
- A. Keeps prices down
 - B. Does not affect prices
 - C. Raises production costs
 - D. None of the above
15. The field of marketing and distribution is the fastest growing job opportunity area in American business. T or F
16. Which of the following divisions of the department store is not one
- A. Merchandising
 - B. Transportation
 - C. Operations
 - D. Personnel
 - E. Control
17. Marketing involves both goods and:
- A. Services
 - B. Personnel
 - C. Operations
 - D. Stock exchange
 - E. Insurance
18. A person with creative ability is needed in marketing. T or F
19. The person who aids in getting goods from the producer to the consumer is known as the:
- A. Retailer
 - B. Middleman
 - C. Wholesaler
 - D. All of these
 - E. None of these
20. Marketing is a new field of job opportunities available since World War I. T or F

MATH REVIEW

Use scratch paper to figure these problems and mark the correct answer on your answer sheet.

1. Add: 216, 678, 385, 975, 649, 382: (a) 2,938 (b) 368 (c) 3,285 (d) 5,191
2. Add: \$782.15, 36.73, 512.87, 685.93, .86, 8.32: (a) \$1,993.03 (b) \$2,303.87 (c) \$3,987.23 (d) \$2,026.86
3. Add: $\frac{3}{4}$, $\frac{1}{8}$, $\frac{5}{6}$, $\frac{1}{2}$, $\frac{2}{3}$: (a) $3\frac{1}{2}$ (b) $2\frac{7}{8}$ (d) $2\frac{1}{2}$ (c) $2\frac{7}{8}$ ✓
4. Subtract: 5,684 - 2,985: (a) 2,699 (b) 2,333 (c) 1,938 (d) 3,003
5. Subtract: 94.8 - 3.75: (a) 88.75 (b) 91.05 (c) 78.32 (d) 90.10.
6. Multiply: 649 X 53: (a) 34,397 (b) 34,539 (c) 35,112 (d) 33,097
7. Multiply: $\frac{3}{4}$ X $\frac{8}{15}$: (a) $\frac{1}{3}$ (b) $\frac{7}{8}$ (c) $\frac{2}{5}$ (d) $1\frac{1}{3}$
8. Divide: 3,264 ÷ 64: (a) 49.5 (b) 50 (c) 51 (d) 53
9. Divide: 8.5082 ÷ .038: (a) 223.9 (b) 221.75 (c) 198 (d) 283.5
10. Change to percent: $\frac{7}{12}$: (a) 32% (b) 58% (c) 57.8% (d) 59%
11. Change to percent: .0075 (a) 7.5% (b) .075% (c) 750% (d) .75%
12. Write as a decimal: $2\frac{1}{2}\%$ (a) 2.5% (b) .0025% (c) 25% (d) 25.5%
13. Change to a decimal: 200%: (a) .0200 (b) 2.00% (c) 2% (d) 20%
14. Find the percentage: $2\frac{1}{2}\%$ of \$368: (a) \$10.50 (b) \$10.25 (c) \$9.20 (d) \$9.18
15. How much is 32% of \$92.10? (a) \$29.47 (b) \$28.35 (c) \$28.33 (d) \$33.00
16. What is 18% of 41? (a) 6.25 (b) 7.38 (c) 9.02 (d) 7.22
17. Find the interest on \$8,525 at 6% for 6 months: (a) \$385.35 (b) \$987.33 (c) \$255.5
18. Find the amount to be paid on an invoice for \$340.78, terms 6/10, 3/30, n/60, which was dated September 26 and paid on October 26: (a) \$329.86 (b) \$330.67 (c) \$330.56 (d) \$415.15
19. You go to the First National Bank to deposit the following items: 3 five-dollar bills, 8 one-dollar bills, 7 half dollars, 3 quarters, 8 dimes, 6 nickels, and 12 pennies. What is the amount of your deposit? (a) \$28.47 (b) \$28.33 (c) \$28.58 (d) \$28.73
20. On July 1, Sam Smith had a bank balance of \$340. During the month he deposited \$35 and withdrew \$150. What was his bank balance at the end of the month? (a) \$235 (b) \$245 (c) \$225.50 (d) \$225

Student Name	JEMS' STUDENT COMPARISON OF PRE-TEST AND POST-TEST RESULTS					Pre & Post Cumulative Scores
	NWAM Timed writing	Letter Prod. Typing (20 (20 pts)	Objective	Vocabulary (20 pts)	English Review (20) & Marketing(20) Review (20)	Math
1						
2						
3						
4						
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10						
11						
12						
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15						
16						
17						
18						
19						
20						
21						
22						

ANSWER SHEET
PRE-TEST AND POST-TEST FOR JEMS

SECTION ON TYPING:

1. b
2. a
3. b
4. c
5. a
6. c
7. c
8. b
9. a
10. c
11. b
12. a
13. c
14. b
15. a
16. b
17. b
18. b
19. a
20. b

ANSWER SHEET
SECTION ON VOCABULARY

1. b
2. a
3. e
4. c
5. a
6. b
7. a
8. b
9. d
10. e
11. a
12. a
13. c
14. b
15. c
16. b
17. b
18. d
19. d
20. b

ANSWER SHEET
ENGLISH REVIEW

1. a
2. e
3. d
4. b
5. c
6. e
7. a, a
8. d
9. b
10. c

1. a
2. a
3. a
4. a
5. b
6. a
7. a
8. b
9. a
10. a

ANSWER SHEET TO
MARKETING AND DATA PROCESSING PORTION

1. C
2. D
3. D
4. D
5. C
6. E
7. A
8. C
9. T
10. T

Marketing Portion

11. C
12. T
13. T
14. A
15. T
16. B
17. A
- 18.
19. D
20. F

ANSWER SHEET TO
MARKETING AND DATA PROCESSING PORTION

1. C
2. D
3. D
4. D
5. C
6. E
7. A
8. C
9. T
10. T

Marketing Portion

11. C
12. T
13. T
14. A
15. T
16. B
17. A
- 18.
19. D
20. F

ANSWER SHEET
MATH REVIEW

1. c
2. d
3. c
4. a
5. b
6. a
7. c
8. c
9. a
10. b
11. d
12. a
13. c
14. c
15. a
16. b
17. d
18. c
19. a
20. d

ANSWER SHEET
BRAIN TEASER

1. He is still living
2. All
3. 50¢ 5¢
4. 9
5. Played others
6. Match
7. Apple
8. He would be dead
9. Would not know if B.C.
10. The beggar is a woman

MACHINE and

HAND



$$3+3=6$$



$$2+2=4$$

$$4+2=6$$

MATH

UNIT 2 - MACHINE AND MANUAL MATH

JEMS Activities:

1. Check student's pretest score on math. Those students having 85% accuracy on this test (only three problems may be missed or unanswered) may go directly to the ten-key adding machine and begin learning to use this machine.
2. Students who did not have 85% or better on the course pretest for math, will study basic mathematics from exercises in one of the text-workbooks listed below. It is suggested that students work on the areas where they have the greatest deficiency individually or in small groups with other students having similar problems.
3. Students working on the basic math exercises must pass with 85% accuracy the post-test. (list attached)
4. Develop addition skill on the 10-key adding machine with individualized instruction and practice. Students will do first ten lessons with fingering fundamentals.
5. Students finishing the 10-key study shall work on an assigned project applying their knowledge of math and 10-key. Business project I by Henry J. Rosenberg called "Home Products Co." is suggested typing for this unit.
6. Careers on Accounting will be introduced with this unit. Arrange for speakers to visit the class; use free materials on this field and have students listen to the 15 minute tape on "Accountant" from the C.M.C. Project.

EDUCATIONAL OBJECTIVES:

The student will demonstrate that he has the ability to apply the basic computational skills as needed in business.

The student will be able to operate the 10-key adding machine on addition problems at 120 strokes per minute in an 8-minute timed test with a 4% allowance for error with a test provided by the Victor Educational Services Institute.

The student will apply his understanding of basic math computations and skill on the 10-key machine by completing Job 1 of Business Project 1.

The student will apply his knowledge of the accounting field by writing pertinent information on a career sheet supplied by the teacher.

MATERIALS NEEDED:

The following three test-workbooks are suggested for basic math learning exercises:

Mathematics Skill Builder, Third Edition, Gossage and Briggs, South-Western Publishing Co.

Basic Math Skills, Morrison, Gregg-McGraw-Hill

Business Math/30, Rosenberg, Gregg-McGraw-Hill

Math for the Consumer (Drills and Tests), South-Western Publishing Co.

The following workbook is recommended for learning the 10-key machine:

Ten-Key Adding-Listing Machine & Printing Calculator Course, Agnew-Pasewark

The following project is suggested for students who finish the 10-key study:

Business Project 1, Henry J. Rosenberg, "Home Products Co.", South-Western Publishing Co.

SUGGESTIONS:

Materials provided by machines companies illustrating the use of the 10-key machine.

Speakers for class on accounting:

Mr. Dick Bailly
Elmer Fox & Co.

(From CMCP Career Education Resource Directory
45 minutes)

Mr. Jack L. Vaughn
Touche Ross & Co.

Minority speaker from
Peat, Merrick & Mitchell (recruits minorities)

Other speakers can be arranged through ABIEC

Cassettes from the American Occupations Series, "Accountant" & "Bookkeeping Worker", 15 minutes each. (Arrangements for this may be made through your CMCP coordinator.)

Free Materials: The following materials are available from the Accounting Careers Council, Distribution Center, Box 650, Radio City Station, New York, NY, 10019. Single copies of free items can be supplied to teachers.

"What's It Like to Be an Accountant?" (Single copies and limited quantities free)

"Accounting is Business Leadership." Mass distribution flyer, free.

Filmstrip: The Fascinating World of Accounting: 104 Frames -- 13 minutes
(May be secured from Marston's, Inc., Phoenix, AZ)

Post-test for students who have had instruction in basic mathematics.

DATE _____

TEST RESULT _____

NAME _____

Answer the problems listed below:

1. Add the following columns of figures:

(a)	(b)	(c)
2.25	4.17	.99
.27	.35	.75
.38	.29	8.15
.29	.27	.13
.61	.17	5.17
.51	.39	.12
3.18	6.55	.57
.23	.91	.39
.11	.08	1.46
<u>.19</u>	<u>.15</u>	<u>.21</u>

2. Division

2 Items	Cost 23¢	1 costs	_____
3 Items	Cost 19¢	1 costs	_____
5 "	" 29¢	1 costs	_____
2 "	" 19¢	1 "	_____
2 "	" 27¢	1 "	_____
3 "	" 20¢	1 "	_____
4 "	" 35¢	1 "	_____
6 "	" 39¢	1 "	_____

3. Suppose the total purchases a customer made amounted to \$5.42. What change would you give her if she handed you a ten dollar bill? _____
4. How much is $\frac{3}{5}$ of 200? _____
5. How much is 83% of \$108.40 _____
6. If a dozen lemons retail at 49¢, how much should a customer pay for $\frac{1}{2}$ dozen? _____
7. Cheese sells for 70¢ a pound; how much will $\frac{1}{4}$ pound cost? _____
8. If 3 cans of dog food sell for 25¢, how much would 1 can cost? _____
9. How many ounces are in 3 $\frac{1}{2}$ pounds? _____
10. If tomato sauce sells at 7 cans for 50¢, how much would 2 cans cost? _____
11. If jars of baby food sell at 12 for \$1.10, how much will 2 jars cost? _____
12. Add: $2\frac{1}{4}$
66 $\frac{2}{3}$
44 $\frac{1}{2}$
45 $\frac{1}{4}$
33 $\frac{1}{3}$
13. Subtract: 543.62
- 99.89
14. How many ounces are in a quart? _____
15. If bananas cost 16¢ a pound, how many ounces would you get for 8¢? _____

ANSWERS to Post-Test for Students who review basic mathematics.

1. (a) (B) (c)
8.02 13.33 17.94

2. $\frac{12}{7}$

7

6

10

14

7

9

7

3. 3 pennies

1 nickel

2 quarters

4 dollars

4. 120

5. 89.97

6. 25¢

7. 18¢

8. 9¢

9. 56

10. 15¢

11. 19¢ or 20¢

12. 192

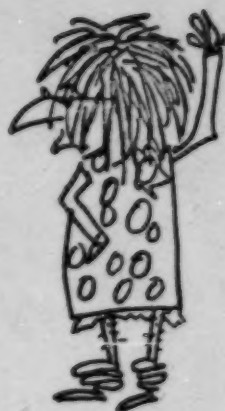
13. 443.73

14. 32

15. 8 ounces

COMMUNICATION

AND



SELF-AWARENESS

UNIT #3 COMMUNICATIONS & SELF-AWARENESS

ACTIVITIES:

Give pre-test on Self-Analysis (copy attached)

Evaluate the student's pre-test score on business usage (course pre-test) and assign work in English the Easy Way which applies to the particular student or group of students.

Composing on the typewriter (copy attached)

Use self-awareness kit, Search for Values with them answering some of the sheets by typing.

Go over basic listening skills (film Listen, Listen should be shown here).

Use case studies - read orally and have them compose answers. Then have class discussion (ties in listening skills).

Discuss or have role playing for non-verbal communication.

Administer Vocational Interest Survey (OVIS).

Discuss careers in communications (film).

Introduce report writing.

Give post-test on Self-Analysis - have students note and record changes.

Handouts for discussion: Effective Work Habits, Attitudes, Skills.

EDUCATIONAL OBJECTIVES:

The student will take a pre-and post-test on Self-Analysis.

The student will demonstrate his ability to compose at the typewriter by composing in rough draft form a paragraph based on a situation given by the teacher.

The student will demonstrate his ability to use correct word usage by typing a final draft from their rough draft paragraph using correct wordage.

The student will demonstrate his listening ability by completing a project following oral instructions given by the teacher.

The student will demonstrate his ability to read revision marks and type reports by completing a 1 or 2 page manuscript.

MATERIALS & MEDIA:

Search for Values, Dimensions of Personality

UNIT #3 COMMUNICATIONS & SELF-AWARENESS, Cont.

Authority - 5
 Relationships - all
 Personal space - 3
 Competition - 2, 4
 Images - all
 Commitment - all

World of Work, Chapters 6 & 7

A Career in the Modern Office 2 (making the most of yourself)
Personality Behavior for Business, by Russon, Southwestern (case studies)
Anita Powers, Office Worker, Follett Vocational Reading Series (case studies)
About Him by Andrews, Gregg
About Her by Andrews, Gregg
Exploratory Business, Dame, Gregg (pages 1-4)
What to do After High School by Spiegler, SRA (pages 8-13)
Teenagers Prepare for Work by Carson, Allen Company (pages 29-42) RCU
You and Your Job by Blackledge, Southwestern (chapters 2 & 4)
Charm by Whitcomb, Gregg
Practical Business Psychology by Laird, Gregg
Vocational Interest Survey (OVIS) Contact Dr. Colvin's office.

Media:

Is There Communication When You Speak (film) District
 Aptitude & Occupations (film) District
 Communication Explosion (Modern Film)
 Listen, Listen (film) District
 It's Up to You - Choose a Career (11 min. film) CMCP
 Careers in Communications (12 min. film) CMCP
 Bob & Caren & Ted & Janice (20 min. film) (CMCP
 Lead the Field (cassette) CMCP

Tapes by Ed Scannell & Dorothy Shaffer on listening skills

SUGGESTIONS:

Some of the materials covered in this section should be incorporated throughout the year. Perhaps using them as a transition from one type of unit to another.

Search for values handouts which are specifically appropriate have been noted. Directions for using these handouts can be found in the activities guide.

Non-verbal communications such as tapping foot, looking at the clock while others are talking to you, pulling at the hair, etc., can be over-dramatized; and have class discuss what it is communicating to them.

For the Vocational Interest Survey (OVIS) some schools are using them through counseling, etc. If the student has taken the survey before, his profile folder should be obtained to be used with later units.

UNIT #3 COMMUNICATIONS & SELF-AWARENESS, Cont.

Self-Analysis, Pre & Post-test.

Give yourself a score of 3 for each of these questions you can answer "Yes".

1. Can you always be depended upon to do what you say you will?
2. Do you go out of your way cheerfully to help others?
3. Do you avoid exaggeration in all your statements?
4. Do you avoid being sarcastic?
5. Do you refrain from showing off how much you know?
6. Do you feel at ease with your associates?
7. Do you keep from reprimanding people who do things that displease you?
8. Do you refrain from bossing people not employed by you?
9. Do you avoid making fun of others behind their backs?
10. Do you keep from domineering others?

Give yourself a score of 2 for each of these questions you can answer "Yes".

11. Do you keep your clothing neat and tidy?
12. Do you avoid being bold and nervy?
13. Do you avoid laughing at the mistakes of others?
14. Is your attitude toward the opposite sex free from vulgarity?
15. Do you avoid finding fault with everyday things?
16. Do you loan things to others readily?
17. Do you let the mistakes of others pass without correcting them?
18. Are you careful not to tell jokes that will embarrass those listening?
19. Do you let others have their own way?
20. Do you always control your temper?
21. Do you keep out of arguments?
22. Do you smile pleasantly?
23. Do you avoid talking almost continuously?

UNIT #3 COMMUNICATIONS & SELF-AWARENESS

Self-Analysis Pre & Post Test

24. Do you keep your nose entirely out of other people's business?
25. Do you have patience with modern ideas?
26. Do you avoid flattering others?

Give yourself a score of 1 for each of these questions you can answer "Yes".

27. Do you avoid gossiping?
28. Do you refrain from asking people to repeat what they have just said?
29. Do you avoid asking questions in keeping up a conversation?
30. Do you avoid asking favors of others?
31. Do you avoid trying to reform others?
32. Do you keep your personal troubles to yourself?
33. Are you natural rather than dignified?
34. Are you usually cheerful?
35. Are you conservative in politics?
36. Are you enthusiastic rather than lethargic?
37. Do you pronounce words correctly?
38. Do you look upon others without suspicion?
39. Do you avoid being lazy?
40. Do you avoid borrowing things?
41. Do you refrain from telling people their moral duty?
42. Do you avoid trying to convert people to your own beliefs?
43. Do you avoid talking rapidly?
44. Do you avoid laughing loudly?
45. Do you avoid making fun of people to their faces?

The higher your score by this self-analysis, the better liked you are in general. Each "No" answer should be changed through self-guidance into a "Yes" answer. The highest possible score is 81. About 10% of people have this score. The lowest score made by a person who was generally liked was

UNIT #3 COMMUNICATIONS & SELF-AWARENESS, Cont.

Self-Analysis Pre & Post-Test

56. The average young person has a score of 64. The average score of a person who is generally disliked is 30.

GOALS FOR PERSONAL DEVELOPMENT

This form is to help you think about various aspects of your relationships with others and your skills in group situations. It gives you a chance to set your own goals for development.

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more, and which ones you should do less. Mark each item in the appropriate place.

2. Some goals that are not listed may be more important to you than those listed. Write such goals on the blank lines.

3. Go back over the whole list and circle the numbers of the three or four activities which you would like to improve most of this time.

	Doing all right	Need to do it more	Need to do it less
<u>Communication skills</u>			
1. Talking in group discussion	_____	_____	_____ 1.
2. Being brief and concise	_____	_____	_____ 2.
3. Being forceful	_____	_____	_____ 3.
4. Drawing others out	_____	_____	_____ 4.
5. Listening alertly	_____	_____	_____ 5.
6. _____	_____	_____	_____ 6.
7. _____	_____	_____	_____ 7.
<u>Observation skills</u>			
1. Noting responses of group	_____	_____	_____ 1.
2. Sensing mood of group	_____	_____	_____ 2.
3. Noting "talk" patterns	_____	_____	_____ 3.
4. Noting interest level of group	_____	_____	_____ 4.
5. Sensing reactions of individuals	_____	_____	_____ 5.
6. _____	_____	_____	_____ 6.

UNIT #3 COMMUNICATION & SELF-AWARENESS, Cont.

<u>Problem solving skills</u>	<u>Doing all right</u>	<u>Need to do it more</u>	<u>Need to do it less</u>
1. Stating problems or goals	_____	_____	_____ 1.
2. Asking for ideas	_____	_____	_____ 2.
3. Giving ideas	_____	_____	_____ 3.
4. Evaluating ideas	_____	_____	_____ 4.
5. Summarizing discussion	_____	_____	_____ 5.
6. Clarifying issues	_____	_____	_____ 6.
7. _____	_____	_____	_____ 7.
8. _____	_____	_____	_____ 8.
<u>Morale-building skills</u>			
1. Showing interest	_____	_____	_____ 1.
2. Encouraging others to talk	_____	_____	_____ 2.
3. Harmonizing, helping people reach agreement	_____	_____	_____ 3.
4. Reducing tension	_____	_____	_____ 4.
5. Upholding rights of individuals	_____	_____	_____ 5.
6. Expressing praise or appreciation	_____	_____	_____ 6.
7. _____	_____	_____	_____ 7.
8. _____	_____	_____	_____ 8.
<u>Emotional expressiveness</u>			
1. Letting others know how I feel	_____	_____	_____ 1.
2. Controlling my emotions	_____	_____	_____ 2.
3. Disagreeing openly	_____	_____	_____ 3.
4. Expressing warm feelings	_____	_____	_____ 4.
5. Expressing gratitude	_____	_____	_____ 5.
<u>Ability to tolerate emotions in others</u>			
1. Being able to cope with conflict, anger	_____	_____	_____ 1.
2. Being able to cope with closeness, affection	_____	_____	_____ 2.

SELF-INVENTORY

16

FILL IN THE CORRECT ANSWER:

1. Is my hair clean? _____
2. Does my hair look neat, shiny, healthy? _____
3. Is my complexion clear and healthy looking? _____
4. Are my teeth clean and shiny? _____ Are they in good condition? _____
5. Are my fingernails clean, well shaped, free from bright polish that is chipped, and from hangnails? _____
6. Are my hands clean? _____
7. Is my neck clean? _____
8. Are my ears clean? _____
9. Is my clothing appropriate? _____
10. Am I positive that my clothes and body are absolutely odorless? _____
11. Did I have a bath or shower this morning or at bedtime? _____
12. Do I hang up my clothes every night? _____
13. Are my shoes polished and the heels in good repair? _____
14. Are my shoes appropriate for business and for school? _____
15. Are my shoulders free from dandruff and from stray hairs? _____
16. Are the clothes I am now wearing in good repair? _____
17. Do my clothes fit well? _____
18. Did I take the time this morning to make the most of my appearance? _____
19. Do I look fresh and wide awake? _____
20. Does my face look pleasant? _____ Do I smile most of the time? _____
21. Do I exercise to stay trim in size and in good physical condition? _____
22. Am I drinking at least eight glasses of water each day? _____
23. Am I in good health, and do I give that appearance? _____
24. Do I try to look my best at all times, even when alone? _____
25. Would I be considered well-groomed? _____

GIRLS -- CHECK UP!

Wearing hose? _____
 Seams straight? _____
 Free of runners? _____
 Fashionable skirt length? _____
 Hair trim and smart looking? _____

BOYS -- CHECK UP!

Shave this morning? _____
 Hair-cut this week? _____
 Shirt-tail inside? _____
 Shirt buttoned up? _____
 Trousers pressed and creased? _____

UNIT #3 COMMUNICATIONS & SELF-AWARENESS, Cont.

NAME _____

THIS IS AN ACTUAL QUIZ USED BY AN INSURANCE FIRM IN
PHOENIX, AS PART OF THE TESTING OF ALL JOB APPLICANTS.

These are strange names for parts of the body, but you
and I possess them all. See how many you can get.

1. A hole in a needle _____
2. A stove pipe _____
3. A body of water _____
4. A part of a bed _____
5. A part of a clock _____
6. Another part of a clock _____
7. Main part of a comb _____
8. The covering of an apple _____
9. Kind of an orange _____
10. A measure of length _____
11. Lofty trees _____
12. A part of a wagon _____

UNIT #3 COMMUNICATIONS & SELF-AWARENESS

ANIMALS IN SATIRE

Many old sayings in common use involve the names of animals. We often hear, for example, expressions such as "That's a case of the tail wagging the dog." Try to fill the blanks in the following expressions with the correct animals.

1. That's a _____ of a different color.
2. A _____ in the hand is worth two in the bush.
3. Don't count your _____ before they're hatched.
4. Let sleeping _____ lie.
5. One _____ doesn't make a summer.
6. It's raining _____ and dogs.
7. The _____ can't change its spots.
8. The early bird gets the _____.
9. Take the _____ by the horns.
10. It's the straw that broke the _____'s back.

UNIT #3 COMMUNICATIONS & SELF-AWARENESS, Cont.

On a separate sheet of paper, type a one or two word answer to each of the following questions. Type each answer on a separate line. Number the answers from 1 to 16.

1. What is your first name?
2. What is the color of your hair?
3. What is the color of your eyes?
4. What is your last name?
5. What is your favority dessert?
6. What is the color of your shoes?
7. What is your favorite sport?
8. On what street do you live?
9. What personal trait do you admire most in the man you like?
10. What personal trait do you admire most in the woman you like?
11. Should one or two spaces follow a period at the end of a sentence?
12. Should one or two spaces follow a colon in a sentence?
13. Should one or two spaces follow a period after an abbreviation?
14. What is your teacher's name?
15. What is today's date.
16. What is your name?

MAKE YOUR FINGERS TALK

Copy these sentence beginnings and type FIVE OR MORE words that make a good ending to each sentence. When you finish, return this sheet to my desk and ask for the next printed sheet.

1. I would like to visit
2. Next birthday, I hope I
3. My favorite sport is
4. I like typing because
5. My best friend and I know
6. Two of my hobbies are
7. Our family likes to
8. I wish I had a
9. I like TV shows about
10. I do not like homework that

UNIT #3 COMMUNICATION & SELF-AWARENESS, Cont.

Directions: Type each answer on a separate line and number your answers. Give answer in complete sentences.

1. Give the first names of three persons sitting near your typing station.
2. Name five objects that you can see in your classroom.
3. Name three fattening foods.
4. Name two makes of automobiles that you would like to own.
5. Tell what two jobs around the house you dislike the most.
6. Name two things you like best about one of your friends.
7. Tell the two times in the day when you are most cheerful.
8. Identify two television programs that you enjoy.
9. Name your favorite singing group or recording artist.
10. Name the manufacturer of your typewriter.

UNIT #3 COMMUNICATION & SELF-AWARENESS, Cont.

TYPE YOUR ANSWERS ON ANOTHER SHEET OF PAPER!!!!

MAKE YOUR FINGERS TALK

Using short but complete sentences, give the information requested in the following directions. Your first sentence, for example, might be ---

1. I see a chair on my left.

CAN YOU BE THE FIRST TO FINISH THIS AND BRING THE DITTO BACK TO MY DESK?

1. Name something you can see on your left side.
2. Name something you can see on your right side.
3. Name something you can see directly ahead of you.
4. Name something you can see on the front wall.
5. Tell the color of your shoes.
6. Name one thing you had for breakfast today.
7. Tell two things you will do after school today.
8. Tell two things you did during the past weekend or are planning to do during the next weekend. (Or, over the Easter vacation).

UNIT #3 COMMUNICATION & SELF-AWARENESS, Cont.

COMMUNICATE

Directions:

Type your responses to the questions and statements below. Use single spacing. 50 inch line, start on line 13, and prepare a cover sheet when finished. Number the sentences, but do not type the sentences. Just the response. Type in complete sentences. THINK! BE CREATIVE AND DESCRIPTIVE.

1. What do you hear if you are in a car and it is raining outside? What do you feel if you are standing outside?
2. Describe the odor of gasoline.
3. What sounds do you hear if you are walking with heavy boots in deep snow?
4. What does hair feel like? Anybody's hair.
5. Describe the texture of skin. Feel it.
6. How would you describe fear? If you've never been afraid, don't answer.
7. Describe the odor of freshly cut grass. (lawn grass)
8. Describe the sensation of placing an ice cube against your lips.
9. Describe your favorite movie.
10. Is there a particular odor in the air before a rainfall? Describe it.
11. Is there a particular odor in the air after a rainfall? Describe it.
12. If your hand slides across a piece of silk, what sensation do you feel?
13. If you were to walk barefoot along a beach of pebbles, what would you feel?
14. Describe the taste of your favorite food.
15. What does your hand feel like?
16. What does someone else's hand feel like?
17. Describe the flight of a seagull.
18. Describe your best friend.

UNIT #3 COMMUNICATION & SELF-AWARENESS, Cont.

OBJECTIVES:

Effective Work Habits:

I assume responsibility for my own behavior

I know I am responsible for my own behavior.
 I understand and accept the consequences of my actions.

I am present regularly at school and/or work.
 I am punctual for appointments.
 I notify persons concerned when necessarily absent or when detained.

I perform work to the best of my ability without wasting time and effort.
 I follow through on commitments.

I check accuracy, completeness, and quality of my work and am aware of the consequences of my errors.
 I know that poor quality work may cause loss of customers or clients and will waste time and material.
 I acknowledge errors.
 I rectify mistakes.
 I admit failure to understand.

I know my limitations and do not disregard them.

I observe rules and regulations and carry out established policies and procedures, questioning and attempting to change those I believe are unfair.
 I avoid damaging property of others and exercise care for my own and others' safety.

I know how to plan work

I set priorities on the use of my time.
 I know deadlines for work assignments and projects.
 I write notes of assigned work.
 I schedule and organize tasks to allow time to complete each one before deadlines.
 I allow time for unanticipated urgencies and time demands.
 I anticipate when workloads or schedules require modified plans or methods.
 I read reports and materials before meetings.

I use initiative and ingenuity to fulfill my responsibilities

I use initiative but seek assistance when needed.
 I am alert to tasks that must be done and proceed to do them on my own.
 I think of ways that I can contribute to the business or organization.
 I inform my employer or instructor of any unused abilities.
 I ask instructors or employers to explain details of required work if necessary.

I am alert to new and better ways of doing things and recommend improvements to my supervisors.
 I eliminate unnecessary tasks.
 I improvise methods and tools whenever possible.
 I spend minimum time in reading by screening out irrelevant material.
 I save writing time by outlining, writing in simple, direct style, and using standard formats for routine materials.

UNIT #3 COMMUNICATION & SELF-AWARENESS, Cont.

I economize on paperwork by eliminating work that is no longer useful.
 I protect my planned schedules at work from interruption wherever possible.
 I identify and use new processes and machines as available.

I can adapt to varied conditions

I can discriminate between those nonideal situations which cannot be changed and those which need not be accepted.
 I can adjust to varying assignments and to changes in methods and work situations.
 I can concentrate and maintain output in spite of disruption, malfunctions, noise and competition
 I can tolerate nonideal work surroundings and situations.
 I can work under occasional pressures of time, overload, and stress.
 I can persevere in spite of setbacks.
 I can remain calm and use good judgement in crises, emergencies and unexpected events.

I maintain good personal health and grooming

I dress and groom appropriately for work and/or school.
 I take good care of clothes.
 I have regular medical and dental checkups.
 I seek professional help when needed.

POSITIVE WORK ATTITUDES

I have positive attitudes toward work and recognize the basis for various attitudes toward work.

I recognize that some people work only for the money.
 I recognize that some people find their work absorbing and rewarding.
 I recognize that some people avoid looking for work or a job.
 I recognize that some people place work second in importance to other more personal or meaningful activities.

I understand that attitudes toward work are affected by many factors, such as education, age, sex, family income, race, religion, nationality, work experience, and self-concept.

I understand that some people have experienced inequalities in obtaining work and on jobs.

I understand that the "work ethic" is a predominant attitude in America's history.

I understand that differences in social, ethnic, racial, and educational background make it easy for some to obtain good jobs and difficult for others to obtain any job.

I understand that frustrated ambitions may affect attitudes.

I am aware that people's aspirations differ, that workers gain different types of satisfaction from their jobs, and that some are content with jobs that offer no opportunity for expression of ideas, creativity, or decision-making.

UNIT #3 COMMUNICATION & SELF-AWARENESS, Cont..

I am aware that some people find personal fulfillment in activities outside work.

I understand the reasons for my personal attitudes toward work and recognize the effects of my personal experience in seeking or doing work.

I understand and recognize the influence of my peer groups and parents on my attitude toward work.

I understand the part that my self-concept and my sense of self-esteem play in my attitude toward the world of work.

I know that negative attitudes interfere with, and positive attitudes contribute to, effective job performance

I know that many employers consider attitude as important as skill.

I hold competence and excellence in high personal regard

I appreciate the accomplishments and contributions of others regardless of their backgrounds.

I recognize excellence attained through activities other than work.

I encourage others to develop and to use their skills and abilities to achieve maximum competence.

I accept the diversity of life styles of others, understanding that excellence is not necessarily confined to work activities.

I seek personal fulfillment through my own achievements.

I am willing to vouch for my own work and work products.

I feel responsible for making wise personal career choices.

I am striving to achieve economic self-sufficiency through continuing education and/or employment.

I know that the quality of my work may have an effect on the status of my vocation and/or career.

I understand the effects of my work-related activities on my own or future family's self-concepts and on each member.

I can experience satisfaction from my own accomplishments and do not require frequent feedback from my supervisor to achieve a sense of reward.

I value work in terms of the goals of society

I believe that each person should try to be self-supporting to the extent that he or she is able.

I appreciate the interdependence of families and others in the community, of businesses with other businesses, and of communities with other communities.

I understand the purposes of laws concerning child labor, strikes, workman's compensation, working conditions, minimum wages, and hours of work.

Typing

"ASDFJKL;"

2nd



Punctuation

UNIT #4 TYPEWRITING & PUNCTUATION

JEMS ACTIVITIES:

Give pre-test on Punctuation

Review Block and Modified block letter styles and error correction.

Practice letter styles.

Introduce carbons and have students make carbons of their remaining letters.

Using Punctuation: A Programmed Approach: Select section tests which will aid the student in understanding the punctuation he needs, and have them type the letter in the style directed. If they are still having difficulty on a particular type of punctuation, have them to do the programmed material indicated.

Do word division project - Use word division rules in typewritten book.

Students should be expected to proofread and correct all errors.

Discuss composition of short letters.

Have students to compose short letters: appointments, thank-you, job information, application.

Discuss office careers.

Review typing memos and do practice typing on 2 or 3 short memos.

Take post test.

EDUCATIONAL OBJECTIVES:

The student will demonstrate his ability to handle punctuation by showing an improvement on the post-test of at least 50 per cent.

The student will demonstrate his ability to type mailable letters of both the block and modified block style, by typing at least two mailable letters in each style.

The student will demonstrate his ability to correctly divide words by completing one test on word division with at least 75 per cent accuracy.

MATERIALS:

Punctuation: A Programmed Approach, Perkins, South-Western.

Word Division Unit Attached.

Beginning Typewriting book

SUGGESTIONS:

Section tests from Punctuation: A Programmed Approach are long letters. For student typing you might want to divide the letter into two short letters.

You might want to include special proofreading exercises or have students proofread each others work.

Students should be encouraged to use the dictionary for words they do not know how to divide. After going over word division rules, sample practice and test materials may be used.

Correct punctuation for all business correspondence should be stressed throughout the unit.

You might want to invite a proofreader from the newspaper to talk with the students covering importance of proofreading.

WHAT MAKES A LETTER UNMAILABLE?

1. Misspelled word.
2. Word divided incorrectly at end of line.
3. Typographical error.
4. Transposition of words.
5. Letter too high on page.
6. Letter too low on page.
7. Letter too far to the right of page.
8. Letter too far to the left of page.
9. Messy erasure or hole in paper.
10. Material omitted or changed that obviously alters meaning of letter.
11. Omission of date line.
12. Omission of title (Dr., Mr., Mrs.), in inside address.
13. Abbreviations for directions in inside address (N. for North).
14. Abbreviations for type of thoroughfare (St. for Street).
15. Incorrect punctuation marks for salutation and complimentary close (comma or colon after salutation and no punctuation after complimentary close).
16. Right margin too ragged or uneven--more than six spaces between longest line and shortest line of body. (A short line at the end of a paragraph is acceptable.)
17. Elimination of punctuation marks between two independent clauses joined by a conjunction.
18. Elimination of comma after introductory clause ("if," "when," and others as given in marginal reminders of the shorthand text).
19. Elimination of apostrophe to show possessive (this year's program).
21. Omission of enclosure notation when needed.

DIRECTIONS: In Column I write "yes" if the word can be divided; write "no" if the word cannot be divided. In each of the following columns, indicate the correct division of the following words. The first word is given as an example.

	Can the word be divided	1st division	2nd division	3rd division	4th division
0. politician					
1. practice					
2. feasible					
3. rhythm					
4. classification					
5. personnel					
6. baffle					
7. possess					
8. selection					
9. medical					
10. vertical					
11. missed					
12. competition					
13. nickel					
14. around					
15. referring					
16. impracticable					
17. financial					
18. unmistakable					
19. renovation					
20. allotment					
21. expansible					
22. comparable					
23. situation					
24. confessing					
25. confirmation					
26. excelled					
27. luxurious					
28. cognizance					
29. possible					
30. couldn't					
31. aptitude					
32. congressional					
33. equivalent					
34. university					
35. importance					
36. dissenter					
37. regimentation					
38. administering					
39. likely					
40. engrossment					

UNIT #4 TYPEWRITING & PUNCTUATION

Name _____

Indicate the first correct division point for the following words, according to the typing rules you have learned. Use 0 for words that should not be divided.

- _____ 1. twenty-three
- _____ 2. placement
- _____ 3. fluctuation
- _____ 4. apostrophe
- _____ 5. confessed
- _____ 6. permitted
- _____ 7. ordinary
- _____ 8. optional
- _____ 9. planned
- _____ 10. into
- _____ 11. thought
- _____ 12. emotional
- _____ 13. curiosity
- _____ 14. recitation
- _____ 15. occurred
- _____ 16. occurring
- _____ 17. efficiency
- _____ 18. economic
- _____ 19. economy
- _____ 20. misspelled
- _____ 21. clerical
- _____ 22. expressing
- _____ 23. deferred
- _____ 24. referring
- _____ 25. Alhambra

UNIT #4 TYPING & PUNCTUATION

Name _____

Period _____

Indicate the first correct division or syllabication point for the following words assuming the bell rings as indicated. Use a zero if the word cannot be divided.

Bell rings on the typing of the third letter:

- | | |
|----------------------|----------------------|
| _____ 1. determining | _____ 11. students |
| _____ 2. graduate | _____ 12. alone |
| _____ 3. clerical | _____ 13. learned |
| _____ 4. division | _____ 14. separate |
| _____ 5. couldn't | _____ 15. stressing |
| _____ 6. referring | _____ 16. commercial |
| _____ 7. question | _____ 17. necessary |
| _____ 8. expressing | _____ 18. corridor |
| _____ 9. manuscript | _____ 19. deferred |
| _____ 10. guessed | _____ 20. possible. |

Bell rings on the typing of the fourth letter:

- | | |
|------------------------|-------------------------|
| _____ 1. controlling | _____ 11. relaxed |
| _____ 2. expressed | _____ 12. beginning |
| _____ 3. sportsmanship | _____ 13. accurate |
| _____ 4. classical | _____ 14. attention |
| _____ 5. mentioned | _____ 15. stopped |
| _____ 6. forgetting | _____ 16. situation |
| _____ 7. repetition | _____ 17. knowledge |
| _____ 8. acquiring | _____ 18. approximately |
| _____ 9. business | _____ 19. attractive |
| _____ 10. suspicion | _____ 20. addition |

Name KEYPeriod

Indicate the first correct division or syllabication point for the following words assuming the bell rings as indicated. Use a zero if the word cannot be divided.

Bell rings on the typing of the third letter:

- | | |
|-----------------------------|--|
| <u>r - m</u> 1. determining | <u>u - d</u> 11. students |
| <u>u - a</u> 2. graduate | <u>o</u> 12. alone |
| <u>r - i</u> 3. clerical | <u>0</u> 13. learned |
| <u>i - s</u> 4. division | <u>a - r</u> 14. separate |
| <u>o</u> 5. couldn't | <u>s - i</u> 15. stressing |
| <u>r - r</u> 6. referring | <u>m - m</u> <u>r - c</u> 16. commercial |
| <u>s - t</u> 7. question | <u>c - e</u> <u>s - s</u> 17. necessary |
| <u>s - i</u> 8. expressing | <u>r - r</u> <u>i - d</u> 18. corridor |
| <u>u - s</u> 9. manuscript | <u>0</u> 19. deferred |
| <u>o</u> 10. guessed | <u>s - s</u> <u>i - b</u> 20. possible. |

Bell rings on the typing of the fourth letter:

- | | |
|--|--------------------------------|
| <u>l - l</u> 1. controlling | <u>0</u> 11. relaxed |
| <u>0</u> 2. expressed | <u>n - n</u> 12. beginning |
| <u>s - m</u> <u>n - s</u> 3. sportsmanship | <u>u - r</u> 13. accurate |
| <u>s - s</u> <u>i - c</u> 4. classical | <u>n - t</u> 14. attention |
| <u>0</u> 5. mentioned | <u>0</u> 15. stopped |
| <u>t - t</u> 6. forgetting | <u>u - a</u> 16. situation |
| <u>i - t</u> 7. repetition | <u>l - c</u> 17. knowledge |
| <u>r - i</u> 8. acquiring | <u>i - m</u> 18. approximately |
| <u>i - n</u> 9. business | <u>c - t</u> 19. attractive |
| <u>i - c</u> 10. suspicion | <u>i - t</u> 20. addition |

UNIT #4 TYPING & PUNCTUATION

WORD DIVISION QUIZ

Directions: Look up each word in the dictionary and mark syllables with slashes with a pencil. Then insert your paper into the typewriter and type at the right, the word up to the first acceptable division point and use a hyphen.

- | | |
|-----------------|-----|
| 1. knowledge | 1. |
| 2. nickel | 2. |
| 3. Alhambra | 3. |
| 4. teacher | 4. |
| 5. twenty-three | 5. |
| 6. stopped | 6. |
| 7. through | 7. |
| 8. business | 8. |
| 9. humanitarian | 9. |
| 10. around | 10. |
| 11. evaluation | 11. |
| 12. occurred | 12. |
| 13. occurring | 13. |
| 14. guessing | 14. |
| 15. position | 15. |
| 16. excellent | 16. |
| 17. shouldn't | 17. |
| 18. classical | 18. |
| 19. clerical | 19. |
| 20. emotional | 20. |
| 21. ordinary | 21. |
| 22. efficiency | 22. |
| 23. economic | 23. |
| 24. economy | 24. |
| 25. \$14,251.67 | 25. |

UNIT #4 TYPING & PUNCTUATION

KEY

WORD DIVISION QUIZ

Directions: Look up each word in the dictionary and mark syllables with slashes with a pencil. Then insert your paper into the typewriter and type at the right, the word up to the first acceptable division point and use a hyphen.

- | | |
|-----------------|-----------------|
| 1. knowledge | 1. knowl- |
| 2. nickel | 2. nickel |
| 3. Alhambra | 3. Alhambra |
| 4. teacher | 4. teacher |
| 5. twenty-three | 5. twenty- |
| 6. stopped | 6. stopped |
| 7. through | 7. through |
| 8. business | 8. busi- |
| 9. humanitarian | 9. humani- |
| 10. around | 10. around |
| 11. evaluation | 11. evalu- |
| 12. occurred | 12. occurred |
| 13. occurring | 13. occur- |
| 14. guessing | 14. guess- |
| 15. position | 15. posi- |
| 16. excellent | 16. excel- |
| 17. shouldn't | 17. shouldn't |
| 18. classical | 18. clas- |
| 19. clerical | 19. cler- |
| 20. emotional | 20. emo- |
| 21. ordinary | 21. ordi- |
| 22. efficiency | 22. effi- |
| 23. economic | 23. eco- |
| 24. economy | 24. econ- |
| 25. \$14,251.67 | 25. \$14,251.67 |

UNIT #4 TYPING & PUNCTUATION

Name _____ Period _____

Indicate the first correct division, or syllabication point for the following words assuming the bell rings as indicated. Use a zero if the word cannot be divided.

Bell rings on the typing of the third letter:

- | | |
|-----------------------|----------------------|
| _____ 1. transport | _____ 11. deferred |
| _____ 2. impression | _____ 12. stressing |
| _____ 3. business | _____ 13. separate |
| _____ 4. attitude | _____ 14. expressing |
| _____ 5. self-control | _____ 15. manuscript |
| _____ 6. through | _____ 16. clerical |
| _____ 7. furniture | _____ 17. corridor |
| _____ 8. knocked | _____ 18. necessary |
| _____ 9. around | _____ 19. possible |
| _____ 10. guessing | _____ 20. learned |

Bell rings on fourth letter:

- | | |
|-------------------------|-------------------------|
| _____ 1. proprietorship | _____ 11. expressed |
| _____ 2. humanitarian | _____ 12. classical |
| _____ 3. fictitious | _____ 13. mentioned |
| _____ 4. accommodation | _____ 14. repetition |
| _____ 5. excellent | _____ 15. acquiring |
| _____ 6. architecture | _____ 16. relaxed |
| _____ 7. knowledge | _____ 17. accurate |
| _____ 8. population | _____ 18. stopped |
| _____ 9. evaluation | _____ 19. approximately |
| _____ 10. scheduled | _____ 20. situation |

MONEY



HANDLING

UNIT #5 MONEY HANDLING -- CASH REGISTER OPERATION**ACTIVITIES:**

- a. Math Review for cash register operation.
- b. Change-making activities.
- c. Game for writing out sales checks and change making.
- d. Tax card and computation worksheets.
- e. Cash register operation, customer transactions worksheets.
- f. Customer relations at the cash register.

EDUCATIONAL OBJECTIVES:

- a. This unit is designed to give the student practice in using the cash register by actual practice work.
- b. Students will learn to give back change by using play money and cash boxes.
- c. By using state tax cards the student will learn to compute sales tax on sales.
- d. The project also provides the student practice in making corrections on the register, computing prices for split groups and the importance of good public relations at the register.
- e. Students will complete all the worksheets in each area of study in three weeks.
- f. To evaluate the learning in this unit students will be required to take a post-test and improve their score from the pre-test. Also pass a test on cash register operation with a 75 or better.

MATERIALS:

- a. Three cash registers in each classroom for one month.
- b. Cash register units for each student in the class, and worksheets.
- c. Tax cards for the state of Arizona.
- d. NCR "Touch System"
- e. NCR "Handling Money"
- f. Math sheets for review and practice when needed.

SOURCES:

- a. NCR "Handling Money"
- b. Supermarket Checker Education, EP-9260 NCR
- c. Cashier-Checker, South-Western Publishing Co. DE Series
- d. School & Business Relations, University of Texas, First year manual
- e. Merchandising Mathematics, Carlo & Murphy, Delmar Publishing, Inc.

CASH REGISTER UNIT

FOR

JEMS

UNIT #5 MONEY HANDLING - CASH REGISTER OPERATION

MATH TEST

1. Add:

$$\begin{array}{r} 1654 \\ 3231 \\ 457 \\ 2089 \\ \hline 761 \end{array}$$

2. Subtract:

$$\begin{array}{r} 380 \\ - 129 \\ \hline \end{array}$$

3. Multiply:

$$\begin{array}{r} 89 \\ \times 75 \\ \hline \end{array}$$

4. Divide:

$$29 \overline{)628.00}$$

5. Add:

$$\begin{array}{r} 1/8 \\ 3/4 \\ \hline 5/12 \end{array}$$

6. Subtract:

$$\begin{array}{r} 4 \frac{1}{2} \\ - 1 \frac{1}{8} \\ \hline \end{array}$$

7. Multiply:

$$2/3 \times 5/8$$

8. Divide:

$$7/8 \div 3/4$$

9. What is 5% of \$ 27.50 _____

10. At a summer clearance sale, dresses are sold at a 25 per cent discount.
What will be the sale price of a dress formerly selling for \$20.00? _____

UNIT #5 CASH REGISTER OPERATION

11. If hard candies are sold at the rate of 5 ounces for 10¢, what will 1 1/2 pounds cost? _____
12. Total the following bill, the sales tax being 2%:
 3 1/2 yards material at 75¢ a yard _____
 4 1/2 yards braid at 12¢ a yard _____
 27 buttons at 80¢ a dozen _____
 Total _____
13. How many ounces in a pound? _____
14. How much will 2 1/2 pounds of nuts cost at 1/4 pound for 10¢? _____
15. How much would a customer pay for a chair costing \$27.74 if he is allowed a 6 per cent discount? _____
16. Give the total cost of 18 cards at 4 for 15¢ and 7 cards at 2 for 15¢

17. What is the cost of 5/8 oz. of knitting wool at 49¢ an oz., 1 pair knitting needles at 29¢ and 1 pair at 33¢? _____
18. A customer purchases the following items:
 1 shirt at \$5.95 each _____
 6 plates at \$44.00 a dozen _____
 2 pairs of socks at 89¢ each _____
 What is her total bill? _____
 How much change would she get back if she paid with a \$50.00 bill? _____
19. If screws are 18 for 5¢ how much will 24 cost? _____
20. You are an employee in a department store. You get 25 per cent discount on anything you purchase. What would 22 hi-fi records cost you at \$1.98 each? _____
21. Complete the following:
 12 inches _____
 3 feet _____
 36 inches _____
22. _____ ounces = 1 pound
 _____ pounds = 1 hundredweight
 _____ pounds = 1 ton

Figure in the margin. Be neat.

UNIT #5 CASH REGISTER OPERATION

23. Give the value of the following fractions in decimals or percentages:

$\frac{3}{4}$ = _____

$\frac{1}{5}$ = _____

$\frac{1}{2}$ = _____

$\frac{1}{6}$ = _____

$\frac{1}{3}$ = _____

$\frac{5}{6}$ = _____

$\frac{2}{3}$ = _____

$\frac{1}{8}$ = _____

$\frac{1}{4}$ = _____

24. 2 pints = _____

8 quarts = _____

4 pecks = _____

25. 24 or 25 sheets = _____

12 articles = _____

20 quires = _____

12 dozen = _____

UNIT #5 CASH REGISTERS OPERATION

MATH TEST

1. Add:

$$\begin{array}{r}
 1654 \\
 3231 \\
 457 \\
 2089 \\
 \underline{761} \\
 8192
 \end{array}$$

2. Subtract:

$$\begin{array}{r}
 380 \\
 -129 \\
 \hline
 251
 \end{array}$$

3. Multiply:

$$\begin{array}{r}
 89 \\
 \underline{75} \\
 445 \\
 \underline{623} \\
 6675
 \end{array}$$

4. Divide:

$$\begin{array}{r}
 21.65 \\
 29 \overline{) 628.00} \\
 \underline{58} \\
 48 \\
 \underline{29} \\
 190 \\
 \underline{174} \\
 160 \\
 \underline{145} \\
 15
 \end{array}$$

5. Add:

$$\begin{array}{l}
 1/3 = 3/24 \\
 3/4 = 18/24 \\
 \underline{5/12 = 10/24} \\
 31/24 = 1 \ 7/24
 \end{array}$$

6. Subtract:

$$\begin{array}{r}
 4 \ 1/2 = 4 \ 4/8 \\
 1 \ 1/8 = \underline{1 \ 1/8} \\
 3 \ 3/8
 \end{array}$$

7. Multiply:

$$2/3 \times 5/6 = 10/18 = 10/18 = 5/9$$

8. Divide:

$$7/8 \div 3/4 = 7/8 \times 4/3 = 28/24 = 1 \ 1/6$$

9. What is 5% of \$27.50? \$1.37 1/2

10. At a summer clearance sale, dresses are sold at a 25 per cent discount. What will be the sale price of a dress formerly selling for \$20.00?

\$15.00

Figure in the margin. Be neat.

UNIT #5 CASH REGISTER OPERATION

11. If hard candies are sold at the rate of 5 ounces for 10¢, what will 1 1/2 pounds cost? 48¢
12. Total the following bill, the sales tax being 2 per cent:
- | | |
|------------------------------------|-------------------------|
| 3 1/2 yards material at 75¢ a yard | $\$2.63 + .05 = \$2.68$ |
| 4 1/4 yards braid at 12¢ a yard | $.51 + .01 = .52$ |
| 27 buttons at 80¢ a dozen | $1.80 + .04 = 1.84$ |
| Total: | <u>\$5.04</u> |
13. How many ounces in a pound? 16
14. How much will 2 1/2 pounds of nuts cost at 1/4 pound for 10¢ \$1.00
15. How much would a customer pay for a chair costing \$27.74 if he is allowed a 6 per cent discount? \$26.08
16. Give the total cost of 18 cards at 4 for 15¢ and 7 cards at 2 for 15¢.
.68 + .53 = \$1.21
17. What is the cost of 5/8 oz. of knitting wool at 49¢ an oz., 1 pair knitting needles at 29¢, and 1 pair at 33¢? .31 + .29 + .33 = \$.93
18. A customer purchases the following items:
- | | |
|-----------------------------|-----------------|
| 1 shirt at \$5.95 each | <u>\$ 5.95</u> |
| 6 plates at \$44.00 a dozen | <u>22.00</u> |
| 2 pairs of sox at 89¢ each | <u>1.78</u> |
| What is her total bill? | <u>\$ 29.73</u> |
19. If screws are 18 for 5¢, how much will 24 cost? \$.07
20. You are an employee in a department store. You get 25 per cent discount on anything you purchase. What would 22 hi-fi records cost you at \$1.98 each? \$43.56-10.89 = \$32.67
21. Complete the following:
- | | | |
|-----------|---|---------------|
| 12 inches | = | <u>1 foot</u> |
| 3 feet | = | <u>1 yard</u> |
| 36 inches | = | <u>1 yard</u> |
22. 16 ounces = 1 pound
- 100 pounds = 1 hundredweight
- 2000 pounds = 1 ton

UNIT #5 CASH REGISTER OPERATION

23. Give the value of the following fractions in decimals or percentages:

$\frac{3}{4}$	=	<u>.75</u>	<u>75%</u>
$\frac{1}{2}$	=	<u>.50</u>	<u>50%</u>
$\frac{1}{3}$	=	<u>.33</u>	<u>33 $\frac{1}{3}\%$</u>
$\frac{2}{3}$	=	<u>.67</u>	<u>66 $\frac{2}{3}\%$</u>
$\frac{1}{4}$	=	<u>.25</u>	<u>25%</u>

$\frac{1}{5}$	=	<u>.20</u>	<u>20%</u>
$\frac{1}{6}$	=	<u>.17</u>	<u>16 $\frac{2}{3}\%$</u>
$\frac{5}{6}$	=	<u>.83</u>	<u>83 $\frac{1}{3}\%$</u>
$\frac{1}{8}$	=	<u>.13</u>	<u>12 $\frac{1}{2}\%$</u>

24. 2 pints = 1 quart
 8 quarts = 2 gallons
 4 pecks = 1 bushel

25. 24 or 25 sheets = 1 quire
 12 articles = 1 dozen
 20 quires = 1 ream
 12 dozen = 1 gross

Figure in the margin. Be neat.

CASH REGISTER GAME FOR STUDENTS AT DESK

Materials needed:

1. Set of game cards with answer cards. (at least three for each group of students.)
2. Cash box with play money. (five boxes per class)
3. Sales checks. (about 5 per student)

Learning gained from this game:

1. Writing a sales check.
2. Making change, and being courteous to the customer.
3. Learning how to supervise employees.

How to play the game:

1. Have the class divided into groups of three students.
2. One student acts as customer, and has the sales cards in hand. Should have money for cash purchases.
3. One student acts as salesperson; (has pencil, sales checks, and cash drawer)
4. One student acts as supervisor; a. holds answer cards for sales.
b. checks to see that sales person calls back change correctly
c. writes out sales check properly.
d. completes the transaction with goodwill.

The cards should rotate around the room and the students should play all three roles. Here the teacher should use own ideas.

ANSWERS FOR SALES PROBLEMS ON RIGHT SIDE OF SHEET

45

Sample cards to use for Cash Register game. Cut to use. Make additional cards when needed. Answers for sales problems on right side of sheet.

Answer - game 1

quantity	Style	Type	Price
1	143	shirt	4.34
2	90A	socks	1.00

Sub. total 5.34

Tax .21
Total \$5.55

Make change from \$20.00 Bill

game 1

Sale

Merchandise Card
Dept. 9
1 Shirt #143 \$4.34

2 pr. socks @ 50¢ each
#90 A

Change from \$10.00

Answer - game 2

quantity	Style	Type	Price
1	120	sp. coat	60.00
1	121	slacks	27.50

Sub. total 87.50

Tax 3.50
Total \$91.00

Make change from \$100.00

game 2

Sales

1 sport coat #120 \$60.00

1 pr - Flame Slacks
#121 \$27.50

Change for \$100.00

Answer - game 3

quantity	Style	Type	Price
1	11	typewriter carrying case	89.99
1	12	storage cabinet	49.99

Sub. total 139.98

Tax 5.60
Total \$145.58

Have change from \$200.00

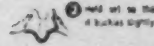
game 3

Sales

1 typewriter - #11
with carrying case \$89.99

1 Jennsco storage cabinet
#12 \$49.99

change from \$200.00



Wolford's Manufacturing
3980 Grand Avenue
Phoenix, AZ 85017

No. 125

Customer's
Order No. _____ Date _____ 19__

Sold To _____

Address _____

City _____ State _____

SOLD BY		CASH	C.O.D.	CHARGE	ON ACCT.	MOSE. RETD.	PAID OUT	
	QUANTITY	DESCRIPTION				PRICE	AMOUNT	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

All claims and returned goods MUST be accompanied by this bill

Received by _____

Gregg-Lane

"SNAP-A-WAY" FORM 44-B01 3-PARTS

WILSON JONES COMPANY © 1961 PRINTED IN U.S.A.

ORIGINAL

"TOUCH SYSTEM"

Operating **NCR** Check-out Registers with Speed and Accuracy

To acquire speed and accuracy in recording item amounts and with less operator fatigue, a precision method has been developed. This way of fingering the amount keys is not difficult to learn and master. It does require the desire and determination on the part of the individual to study and learn it. To learn it requires practice—which at the beginning may appear

tedious—soon pays its award. The efficient typist does not acquire skill overnight. Hands are placed in a pre-determined position on the typewriter keyboard. From these "Home Position" keys each finger covers a portion of keyboard. And as each finger selects its assigned key the finger returns to its "Home Position" before striking another key.

Fingering Amount Keys on NCR Keyboard

Just as the typist has "Home Position" keys so can the register operator acquire efficiency by operating amount keys from assigned "Home Position" amount

keys. It is simple to learn. This pamphlet provides complete instructions.

AREA "A" AREA "B"



Basic Information

Index finger operates key in area "A"
Second finger operates key in area "B"
Thumb operates key in area "C"



AREA "C"

HOME POSITION FOR INDEX FINGER

HOME POSITION FOR THUMB



Thumb Group Exercises

The keys in the thumb group are the first to be learned. With the thumb on the 10¢ key and the index and second fingers on their home positions, record:

1¢
2¢
3¢
4¢

To reach each key the thumb moves off the (10¢) home position key to the key called for. Then the thumb moves back to the home position and the operating

key or bar is pressed. The only finger which moves from its home position is the thumb. The motion is as follows:

10¢ to 1¢ back to 10¢
10¢ to 2¢ back to 10¢
10¢ to 3¢ back to 10¢
10¢ to 4¢ back to 10¢

This exercise is repeated eight or ten times. Then the keys are depressed in mixed order until the positions of the keys in this row are mastered.



Thumb on Home Position



Thumb on 1¢ Key



Thumb Back on Home Position

The same procedure as above is followed in recording the amounts in the second row: 20¢-30¢-40¢.

The preceding exercises have located the position of the amount keys of the thumb group in relation to the home position. It is also important that the thumb learns to record amounts in the thumb group of keys.

11¢ 21¢ 31¢ 41¢ 13¢ 23¢ 33¢ 43¢
12¢ 22¢ 32¢ 42¢ 14¢ 24¢ 34¢ 44¢

As each combination is set up, the thumb returns to the home position and the operating key or bar is pressed.

Practice this operation until it is satisfactorily learned.

HERE'S HOW 41¢ WOULD BE RECORDED



Thumb on Home



Thumb on 40¢



Thumb on 1¢



Thumb back Home

When learning the location of the 40¢ and 4¢ keys, the following should be remembered: When the thumb moves up the keyboard it cannot go further than the 40¢ key because the index finger is located

on the 50¢ key and acts as a stopper. The 4¢ key is also easy to locate if the operator remembers that this key is located immediately beneath the second knuckle of the index finger.

Second Finger Group Exercises

The exercises for the second finger follow a similar procedure to that of the thumb exercises. In this case, the thumb (10¢) and index finger (50¢) remain on their home positions. From its home position the second finger moves downward to the 5¢, the 6¢ and upward to the 8¢ and the 9¢ key. The finger returns to the home position (7¢) after each key is pressed,

like this:

7¢ to 5¢ back to 7¢

7¢ to 6¢ back to 7¢

7¢

7¢ to 8¢ back to 7¢

7¢ to 9¢ back to 7¢



Finger on Home



Finger on 5¢



Finger back Home

In order to reach the 8¢ and 9¢ keys with the second finger, it may be necessary to move the index finger from its home position on the 50¢ key and then return

to the home position (50¢) when the second finger returns to the 7¢ key. See illustrations below.



Index Finger On Home (50¢) Key



So second finger can reach 9¢ key—
index finger moves upward



After pressing the 9¢ key, index finger
returns to 50¢—second finger to 7¢ key

Repeat the numbers 5¢, 6¢, 7¢, 8¢, 9¢, in mixed order until you learn their position with relation to the 7¢ key.

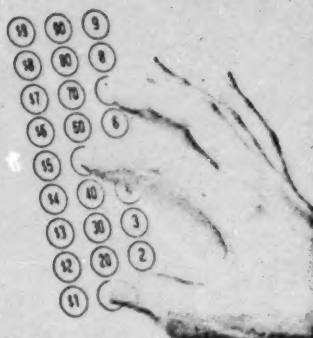
Index Finger Group Exercises

From its home position on the 50¢ key, the index finger can easily locate the 60¢ and the 70¢ key, the 70¢ key being opposite home position of the second finger which is on the 7¢ key. These two locations can be learned with little difficulty.

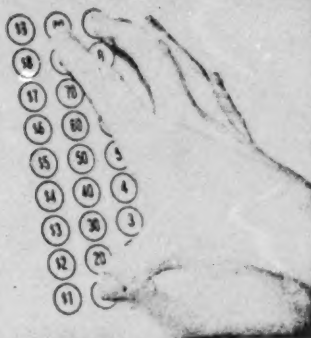
When pressing the 80¢ and 90¢ keys, it is not

possible for all operators to keep the thumb and second finger on their respective home positions. The fastest way for most operators to locate the 90¢ key is to move the index and second fingers upward together until they reach the 90¢ and the 9¢ key. The 80¢ key can be located in the same manner.

LOCATING THE 80¢ AND THE 90¢ KEYS



All three fingers on home position keys, 10¢-50¢-7¢



So index finger can reach 80¢ or 90¢ key—thumb and second fingers move slightly upward



After pressing the 80¢ or 90¢ key—fingers return to home positions

Practice using the index finger key to record 50¢, 60¢, 70¢, 80¢, and 90¢. Then practice in mixed order until proficient.

Control Keys

DEPARTMENT OR TRANSACTION KEYS

To the right of the 1¢ to 9¢ row of amount keys, are department, transaction or other operating keys. These keys are used to complete the recording of an item amount or to operate other functions of the cash register.

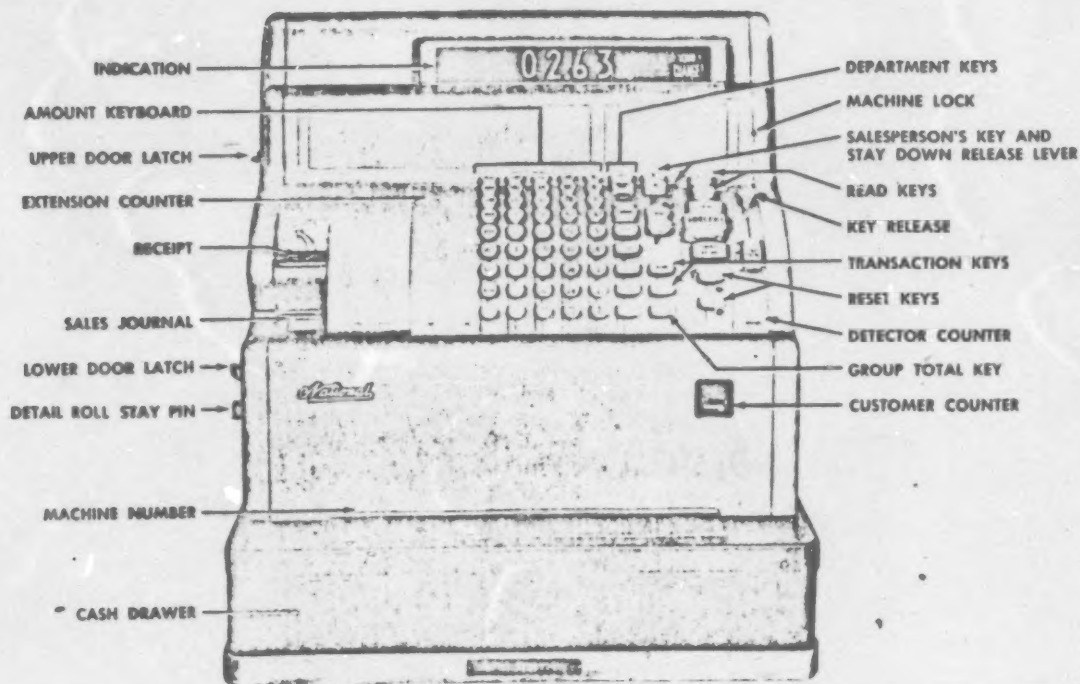
Depending upon the type of register used, either the second finger and/or fourth finger is used to operate control keys. In this event, the second finger should always be returned to the (7¢) home position.

Motor Bar

On cash registers equipped with a Motor Bar, the heel of the hand is used (in a rolling motion) to activate the Motor Bar.

Unit #5 CASH REGISTER OPERATION

OPERATING INSTRUCTIONS: NCR CLASS 61, Cash Registers



61-1-12-5(BBX)CC-SI-2PK-1

SEQUENCE OF OPERATION

single-item sale---even money

On the first item operation, the lock under the (Change-Bal. Due) key, locks out this key.

To complete a single item, even money transaction depress the proper amount on the amount keyboard and the proper transaction key. Then manually unlocking the Change-Bal. Due key, by moving the lever under the key, depress to open the cash drawer.

no sale or blank operation

The Change-Bal. Due key used alone will operate the register and open the cash drawer.

multiple-item operation

A sale consisting of three items and a bottle refund is recorded by the checker, \$1.05 Taxable item, \$1.63 Grocery, 95¢ Meat and a 22¢ Bottle Refund. This sale would be recorded in the following manner.

Unit #5 CASH REGISTER OPERATION

Cash Register Operating Instructions, Cont.

- ...Salesperson's key in row 2 is pressed (it remains down.)
- ...\$1.05 recorded and the Taxable Item key pressed
- ...\$1.63 is pressed and the Grocery bar
- ...95¢ is recorded and the Meat key pressed
- ...Press Tax Total key and the taxable amount will indicate. Compute tax and record amount on keyboard. Then press the Tax key.
- ...Press Total key and amount of sale will indicate. Record 22¢ on amount keyboard and press Refund key.

Unit #5 CASH REGISTERS

OPERATING INSTRUCTIONS: NCR CLASS 61

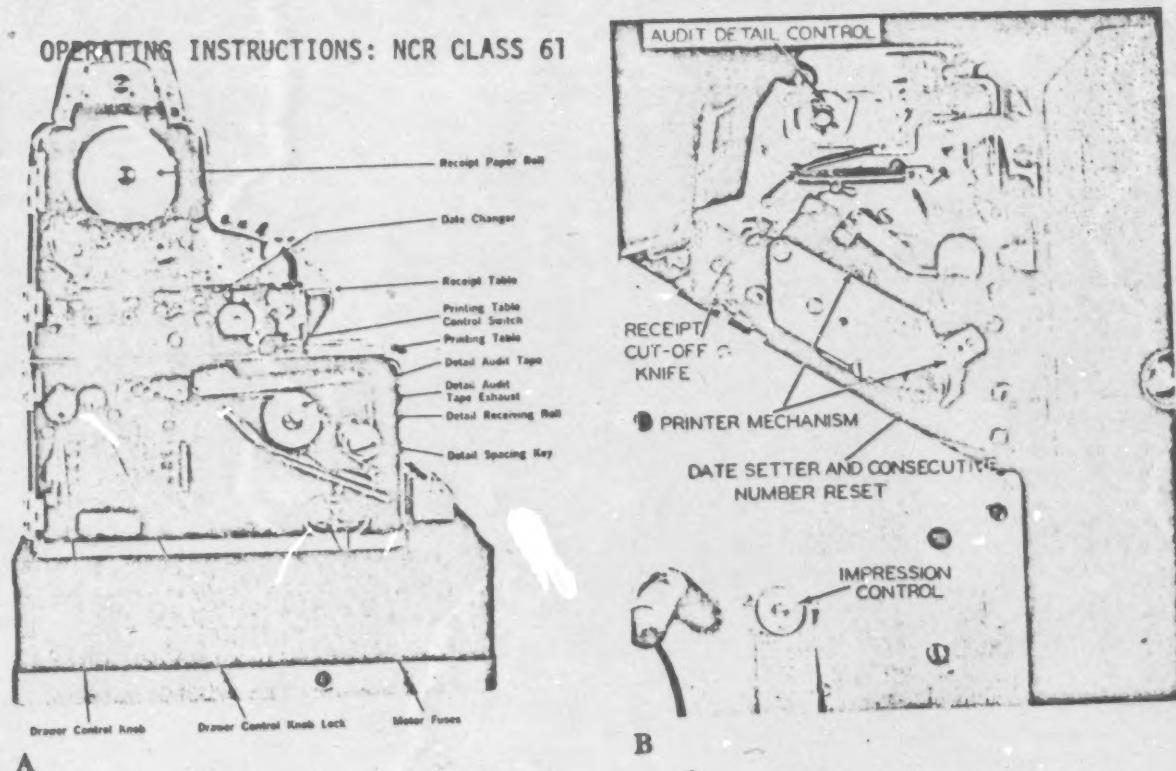


Illustration 26

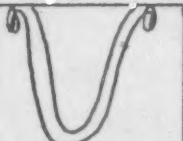
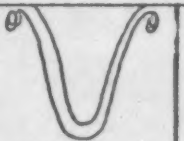
The illustration above shows the inside mechanisms of both the NCR register (A) and the Sweda register (B). The checker-cashier should become familiar with all parts shown and should know how they are operated. Inserting tapes, making changes in various counters, and resetting dates and consecutive numbers are essential to the register's efficient and correct operation. Of these duties, the checker-cashier is usually required only to change the receipt tape. However, he is responsible for the overall operation of his register and should make sure that each part of the inner mechanism functions properly.

Unit #5 CASH REGISTERS

Tips for Correct Use of Cash Register:

The cashier accepts the paper money and then places it in the cash drawer crosswise. If it is a \$5.00 bill, the cashier accepts it from the customer, turns to the cash drawer, lifts up the spring holder, places the bill crosswise over the slot, snaps the spring down, counts back the customer's change to her/him, closes the cash register drawer, turns to the customer and counts the change back to the customer. Then the next time the register is opened the cashier will place the bill in its correct position. If there is any question by the customer about the bill given to the cashier, the cashier will open the cash drawer and the bill will be in the drawer crosswise and this will tell both the customer and the cashier what denomination the bill was.

Top View of Cash Drawer

Checks under drawer				
	\$20.00	\$10.00	\$5.00	\$1.00
50¢	25¢	10¢	5¢	1¢

Unit #5 CASH REGISTERS

OPERATE THE CASH REGISTER

This procedure will vary with different registers. Adjust order of first steps to suit the register you are using. Always record the sale from left to right. (The total control lever is on ADD or OPERATING.)

1. Depress Clerk Key.
2. Record price of each item purchased.
3. Depress Department key.
4. Check Accuracy. (Use a lever for clearing machine.)
5. Touch motor bar to record price of the item.
6. Go back and repeat steps 2-5 for each item.
7. Move Total Control lever to Sub-Total, or depress Sub-Total button..
8. Announce the amount of the sale to the customer.
9. Announce amount of the sales tax to the customer.
10. Record Sales Tax on register.
11. Lower Total Control Lever to Item Total (or Clear, Balance Button).
12. Press Total Key.
13. Stop motion of the cash drawer with right hand.
14. Call Total Amount of sale plus tax and amount received from customer and the change given customer.
15. Tear the receipt from the machine as directed.
16. Be sure to staple all register tapes with your worksheets.

SECTION V

Date Assigned _____

PROJECT 15

Estimated Finish _____

Name _____

Date Finished _____

Course _____

Evaluation _____

LEARNING TO MAKE CHANGE

Making change is an integral part of the checker-cashier's job. You must perform this responsibility with accuracy and skill. The exercises in this project acquaint you with the procedures for making change correctly.

Using the least number of coins and bills, indicate the amount of change to be returned for each of the following transactions.

AMOUNT OF SALE	AMOUNT TENDERED	Denominations:						
		.01	.05	.10	.25	.50	1.00	5.00
\$2.73	\$5.00	2			1		2	
\$1.17	\$5.00							
\$1.29	\$5.00							
\$81	\$1.00							
\$39	\$10.00							
\$21	\$5.00							
\$7.57	\$10.00							
\$3.02	\$5.00							
\$2.76	\$10.00							
\$1.57	\$5.00							

Section V, Project 15 (Continued)

In this exercise, you are to (1) calculate the total amount of each transaction; (2) compute the tax based on the following table; (3) determine the total sale, including tax, and compute the change.

1¢ to 15¢	no tax	\$1.09 to \$1.31	5¢ tax
16¢ to 31¢	1¢ tax	\$1.32 to \$1.51	6¢ tax
32¢ to 51¢	2¢ tax	\$1.52 to \$1.71	7¢ tax
52¢ to 71¢	3¢ tax	\$1.72 to \$2.08	8¢ tax
72¢ to \$1.08	4¢ tax		

INDIVIDUAL ITEMS PURCHASED	SUB- TOTAL	SALES TAX	TOTAL	AMOUNT TENDERED	Change Given to the Customer					
					1¢	5¢	10¢	25¢	\$1	\$5
.25 .30 .45 .55 1.98	3.53	.15	\$3.68	\$5.00	2	1		1	1	
.02 .05 .08 .03 .04				\$.25						
.03 .02 .04 .05 .10				\$1.00						
.02 .08 .05 .05 .14				\$.50						
.10 .05 .05 .10 .15				\$1.00						
.05 .15 .02 .20 .10				\$.75						
.15 .05 .06 .05 .10				\$.75						
.05 .25 .15 .25 .12				\$5.00						
.30 .10 .08 .10 .07				\$1.00						
.12 .14 .10 .16 .08				\$10.00						
.17 .03 .05 .18 .20				\$1.00						
.14 .16 .12 .60 .15				\$2.00						
.92 .18 .11 .40 .63				\$10.00						
1.12 .13 .86 .62 .15				\$5.00						

SUPERMARKET CHECKER EDUCATION

STUDENT'S MANUAL
LESSON NO. 53
No. of CLASS PERIODS 1
PAGE 53.01 of 53.04

THE FRONT-END OPERATION AND ITS SIGNIFICANCE FOR THE CHECKER

SIGNIFICANT FACTS	NOTES
-------------------	-------

THE IMPORTANCE OF THE FRONT END

- Includes checkout counters and courtesy booth.
- Front-end personnel perform a double function.
 - Handle all cash transactions.
 - Promote good public relations.
 - Customer's first and last contact with the store.
 - Sometimes customer's only direct contact with the store.

LOCATION AND DESIGN OF CHECKSTANDS

- Usually arranged in a straight row across the front of the store.
- Wide variance in design of checkstands.
 - Produce-weighing affects design of checkstands.
 - Customer-unloading affects design of checkstands.
 - Checker-unloading requires split checkstands.
 - Feed-belt checkstands.
 - Disc or turntable checkstands.
 - Special checkstand equipment:
 - Order separators
 - P & L bars
 - Mirrors
 - Safety boxes
 - Bagging shelves

THE FRONT-END OPERATION AND ITS SIGNIFICANCE FOR THE CHECKER

SIGNIFICANT FACTS	NOTES
-------------------	-------

CUSTOMER SERVICE

- Express checkout lanes.
- Courtesy booth.
 - Cashing checks
 - Receiving utility bills for payment
 - Handling money orders
 - Selling merchandise
 - Balancing money in the safe
 - Balancing cash
 - Making payments
 - Handling refunds

MERCHANDISING AT THE FRONT END

- Displays of high-margin, impulse items in front of the checkstand.
- Displays of advertised staple items near the front entrance.
- Display of small, high-margin impulse items on the side of the cash register.
- Display of bulky products near the main exit.

GENERAL FRONT-END POLICIES AND PROBLEMS

- Employee grievances should be taken to management.
- Employee status (causes for dismissal):
 - Gross inefficiency
 - Violations of company policies
 - Gross insubordination
 - Dishonesty
 - Use of intoxicating liquor.
- Work hours:
 - Be on time to set up checkstand
 - Never close checkstand until properly relieved.

SUPERMARKET CHECKER EDUCATION

STUDENT'S MANUAL
LESSON NO. 38
No. of CLASS PERIODS 1
PAGE 38.01 of 38.03

MAKING CHANGE AUTOMATICALLY

SIGNIFICANT FACTS	NOTES
-------------------	-------

PROCEDURE FOR MAKING CHANGE WITH THE CASH TENDERED KEY

- After all merchandise items have been recorded, the tax has been added, and all refunds have been subtracted on the proper credit keys, subtotal the register.
- Announce the total amount of the order to the customer. For example, "That will be \$21.47."
- Place the amount of money tendered by the customer on the change plate of the register and repeat the amount of the order and the amount of cash tendered. For example, "That will be \$21.47 out of \$30.00."
- Record the exact cash amount tendered by the customer and repeat again the amount of the order and the amount tendered. For example: "\$21.47 out of \$30.00."
- Depress the CASH TENDERED key.
- Depress the CHANGE key and place the cash tendered in the cash drawer.
- Look at the figure shown on the cash register indication.
- Take the amount of money shown out of the cash drawer -- the bills first, then the coins.
- Announce the amount of change due back to the customer. For example, "Your correct change is \$8.53."

MAKING CHANGE AUTOMATICALLY

SIGNIFICANT FACTS	NOTES
-------------------	-------

- Count the change back to the customer, starting with the bills of the largest denominations and ending with the smallest coins.
- Thank the customer and ask her to come back again.

PROCEDURE FOR MAKING CHANGE WITH THE CHECKS TENDERED KEY

- After all merchandise items have been recorded, the tax has been added, and all refunds have been subtracted on the proper credit keys, subtotal the register.
- Announce the total amount of the order to the customer. For example, "That will be \$21.47."
- Place the check tendered by the customer on the change plate of the register and repeat the amount of the order and the amount of the check tendered. For example, "\$21.47 out of \$116.10."
- Record the exact amount of the check tendered by the customer and repeat again the amount of the order and the amount tendered. For example, "\$21.47 out of \$116.10."
- Place the check face down on the register printing table.
- Depress the CHECKS TENDERED key.
- Depress the CHANGE key and place the check tendered in its designated place.
- Look at the figure shown on the cash register indication.
- Take the amount of money shown out of the cash drawer -- the bills first, then the coins.

MAKING CHANGE

Avoid trouble and unnecessary work. "Register first--package afterwards."

1. State total of sale and amount received from customer. For example:
\$2.89 out of \$5.00.
2. Place the customer's money on the register change plate.
3. Record the sale on the cash register.
4. Count change carefully to yourself. If the purchase is \$2.89 out of \$5.00, start counting with the \$2.89, then continue with \$2.90, \$3.00, \$4.00, \$5.00.
5. Count change back to customer. Give receipt or sales slip and merchandise to customer.
6. Thank the customer; invite him back.

PRACTICE

Amount of Purchase	Amount Tendered	Change Given							
		1¢	5¢	10¢	25¢	50¢	\$1	\$5	\$10
\$.63	\$.75	2		1					
2.43	5.00	2	1				2		
1.09	1.50	1	1	1	1				
3.79	20.00	1		2			1	1	1
.14	.25	1	1						
.08	1.00	2	1	1	1	1			
.37	.50	3		1					
.29	10.00	1		2		1	4	1	
3.31	3.00	4	1	1		1			
6.87	7.00	3		1					

Note to coordinator: Instruct students on "odd-cent" transactions. Example: The item costs \$1.83; the customer gives you a \$5.00 bill and three cents in payment.

EXERCISE #1 - THE REGULAR OR CONVENTIONAL METHOD OF MAKING CHANGE

Example	Pennies	Nickels	Dimes	Quarters	Ones	Fives
1) 7.14 out of \$10						
2) 22.19 out of \$25						
3) 11.46 out of \$15						
4) .12 out of \$1						
5) 3.09 out of \$5						
6) .53 out of .75						
7) 12.25 out of \$20						
8) 10.53 out of \$15.03						
9) 14.02 out of \$15						
10) 19.85 out of \$20						
11) 7.10 out of \$10						
12) 5.26 out of \$10.01						
13) 1.83 out of \$5						
14) 8.33 out of \$9						
15) .46 out of \$5						
16) 2.19 out of \$5.04						
17) 1.15 out of \$2						
18) .81 out of \$5						
19) 2.66 out of \$10						
20) 2.20 out of \$5						
21) 21.17 out of \$25						
22) 7.53 out of \$10						
23) .21 out of .50						
24) 1.18 out of \$1.25						
25) 2.04 out of \$3						

Name _____ Grade _____ Total Errors _____

EXERCISE NO. 4, PART 1 - THE PRINCIPLE OF CHANGE COMPUTATION OR MAKING CHANGE AUTOMATICALLY

Ex-ample	Change	Fives	Ones	Quarters	Dimes	Nickels	Pennies
1) 7.14 out of \$10	\$2.86						
2) 22.19 out of \$25	\$2.81						
3) 11.46 out of \$15	\$3.54						
4) .12 out of \$1	.88						
5) 3.09 out of \$5	\$1.91						
6) .53 out of .75	.22						
7) 12.25 out of \$20	\$7.75						
8) 10.53 out of \$15.03	\$4.50						
9) 14.02 out of \$15	.98						
10) 19.85 out of \$20	.14						
11) 7.10 out of \$10	\$2.90						
12) 5.26 out of \$10.01	\$4.75						
13) 1.83 out of \$5	\$3.17						
14) 8.33 out of \$9	.67						
15) .46 out of \$5	\$4.54						
16) 2.19 out of \$5	\$2.81						
17) 1.15 out of \$2	.85						
18) .81 out of \$5	\$4.19						
19) 2.66 out of \$10	\$7.34						
20) 2.20 out of \$5	\$2.80						
21) 21.37 out of \$25	\$3.63						
22) 7.53 out of \$10	\$2.47						
23) .21 out of .50	.29						
24) 1.18 out of \$1.25	.07						
25) 2.04 out of \$3	.96						
ERRORS							

NAME _____ TOTAL ERRORS _____ GRADE _____

TAX COMPUTATION PROBLEM EXERCISE

Do only 4% tax on this exercise with the tax card.

	<u>Amount of Sale</u>	<u>2% Tax</u>	<u>3% Tax</u>	<u>4% Tax</u>	<u>5% Tax</u>
1.	7.14	_____	_____	_____	_____
2.	15.22	_____	_____	_____	_____
3.	9.66	_____	_____	_____	_____
4.	23.16	_____	_____	_____	_____
5.	11.76	_____	_____	_____	_____
6.	3.21	_____	_____	_____	_____
7.	4.43	_____	_____	_____	_____
8.	16.38	_____	_____	_____	_____
9.	3.72	_____	_____	_____	_____
10.	.89	_____	_____	_____	_____
11.	21.35	_____	_____	_____	_____
12.	17.59	_____	_____	_____	_____
13.	15.41	_____	_____	_____	_____
14.	13.69	_____	_____	_____	_____
15.	9.27	_____	_____	_____	_____
16.	1.08	_____	_____	_____	_____
17.	19.36	_____	_____	_____	_____
18.	6.73	_____	_____	_____	_____
19.	10.67	_____	_____	_____	_____
20.	18.43	_____	_____	_____	_____
21.	14.52	_____	_____	_____	_____
22.	8.28	_____	_____	_____	_____
23.	20.18	_____	_____	_____	_____
24.	1.89	_____	_____	_____	_____
25.	2.49	_____	_____	_____	_____
26.	2.10	_____	_____	_____	_____

MERCHANDISING MATHEMATICS

COMPLETING SALESCHECKS

CASH ON DELIVERY

Cash-on-delivery sales refer to those sales where the customer will pay for the purchase and the delivery charges when the merchandise is delivered. The customer's name and address is required. Also, an additional section may be included on this salescheck which is used as the driver's receipt so he can balance out his cash collections each day. This salescheck is usually a different color - pink, yellow, etcetera, so it is easily recognizable.

Sample Problem (Cash On Delivery)

Mrs. M. Shopper, 2746 Grand Ave., Mineola, New York 11501, ordered 1 closet at \$12.98 and a dozen hangers at \$1.98 from the Notions Dept. #310, clerk #123, to be sent C.O.D. to Mr. Steve Dike, 30 Main St., Westbury, N. Y. 11510. The C.O.D. fee is \$0.70. A state tax of 2% applies. Mr. Dike will be notified of delivery by telephone. His number is JA 6-6800.

ORDER TO ☐ ☐ ☐ ☐ ☐		3609091 C.O.D. 310 3/2		3609091 GERTZ OUTLET LONG PLAIN N.J. 3/2 310 123 15.96
<del> Mrs. M. Shopper 2746 Grand Ave. Mineola, N.Y. 11501 </del>		CUSTOMER'S CHECK 1 closet 12.98 1 doz hangers 1.98 14.96		
Mr. Steve Dike 30 MAIN STREET PH WESTBURY N.Y. 11510 TEL. JA 6-6800		C.O.D. 70		
3609091 310 J 123 3/2 C.O.D.		STATE TAX 30 TOTAL AMOUNT 15.96		

NOTES:

- Sales slips in this form are becoming more commonly used, especially where inventory records are automated. The salescheck resembles an IBM card.
- The C.O.D. charge is \$0.70 in this instance. C.O.D. charges depend upon weight of the shipment.
- The tax is computed at 2% and entered as shown.
- The total amount, \$15.96, is the amount to be collected by the one who delivers the article.
- Sometimes, merchants require the customer's signature even though it is sent C.O.D. This is an attempt to prevent "nuisance deliveries" which are refused upon arrival.

Unit 8 COMPLETING SALESCHECKS

TYPES OF SALES

There are several different types of sales which are made in most stores. A supermarket has only cash sales and no salescheck is used. The cash register tape is the customer's receipt. A small specialty store probably would have two types of sales - cash or charge. The larger department-type store would probably, for the convenience of the customer and to increase sales, offer a variety of methods for making a purchase. Every type of sale besides cash is considered a service, and the types of services include charging the purchase, delivering or shipping the merchandise and receiving payment upon delivery.

This unit deals with the most common types of sales and the information which must be entered on the sales slip for each type of sale. Before dealing with each kind of sale, let us look at a typical sales slip to determine certain information which is common to all sales slips.

① Number 2814-31 is the invoice or sales number of this transaction. Such numbers are imprinted on the sales slip and are used to identify the sale when necessary.

② Each department of larger stores is given a number which identifies the department which made the sale. The salesclerk must know his department number and enter it in the appropriate place on each sales slip he completes.

③ The salesclerk too, in many cases, is given an identification number. This is entered where indicated on the sales slip, enabling the sale to be traced to the person who made the sale. This is required where commissions may be due, or whenever it is desirable to know who made the sale.

In the "Description" column, the salesclerk describes the merchandise sold. This is often abbreviated, but where certain items have been given code numbers, such codes must be included in the description.

In the explanations, samples and problems which follow, you are to complete the problems, using the samples as guides. On all sales slips, assume that your salesclerk number is 137 and use today's date.

 WHITNEY'S ALBANY, N. Y.				
2814-31		SOLD BY	DEPT. NO.	DATE
				//
CASH AM'T REC'D	CH. NO.	C. O. D.	L. A. W.	DATE
				//
M				
QUAN.	ITEMS		AMOUNT	
CUSTOMER'S SIGNATURE				
2814-31		SOLD BY	DEPT. NO.	SIGNED

This Typical Sales Check is Used for Cash Sales, Charge Sales, Cash on Delivery Sales (C.O.D.) and Lay-a-way Sales (L.A.W.).

MERCHANDISING MATHEMATICS

COMPLETING SALES CHECKS

CASH/TAKE

Usually, no salescheck is necessary in this case because the customer simply pays for her merchandise and carries it away with her. A record of her name or address is not needed. However, some stores do require a salescheck so the merchandise being sold is recorded, or a record of salesmen's commissions is kept.

Sample (Cash/Take)

A customer purchases 2 men's ties at \$1.98 each and 3 pairs of socks at \$1.25. He pays for them with a \$10.00 bill. The haberdashery department number is 279, the clerk's number is 147. A 2% sales tax applies.

87-6		MICHAEL'S	
Dept.	Clerk	Date	
279	147	3/20/67	
Quant.	Description	\$	¢
2	Men's ties @ 1.98	3	96
3	Pk. Socks @ 1.25	3	75
		7	71
	Tax		15
	Total	7	86
Signature: _____			
Chg.	Pd.	Rec'd. \$10.00	
Charge to: _____			
Street: _____			
City: _____			

Department number, salesclerk's number and date are filled in by salesclerk.

The quantity, description and extensions are completed by salesclerk.

A subtotal is taken before the tax is computed. The tax is computed in this amount if all items are taxable.

Tax, if any, is computed from the total of taxable items purchased. The total, including any tax, is entered.

Signature not usually required.

"Pd." - This purchase was paid for and the amount received from the customer was \$10.00. Some stores require "chk." be written here if paid by check.

The "Charge To" section is not filled in because this is a cash sale.

A diagonal line is drawn through it to show that this is not a charge sale.

NOTE:

Many stores do not require a sales slip for a Cash/Take sale. When it is required, however, it must be completed as carefully as with any other type of sale.

In cases where taxes apply to certain items but not to others, the salesclerk must be alert to apply the tax only to the total of the taxable items. Review the information on sales taxes in Unit 7.

MERCHANDISING MATHEMATICS

COMPLETING SALESCHECKS

PRACTICE PROBLEMS (continued)

7. (Charge / Send)

The same Mr. Brown as before selected two sports shirts at \$3.98 ea. and had them sent to Master Hartley. The Boy's Department is #866. Mr. Brown asked that delivery be rushed. A 3% tax applies. Mr. Brown's charge number is BB1743.

Complete sales slip 4783-2 on right side of the page.

S and A 4738-3									
Dept.	Clerk		Date						
Quant.	Description				\$	¢			
Signature			CPA		T		S	Tax	
Chg.	Pd.	Coin No.	Amt. Rec.				Total		
Charge to Paid by									
Street									
City									
Send to									
Street									
City					Apt. #		P.H.		
Rt. #	Del'y. Date		Instructions						
Dept.	Clerk	Mo.	Day	S and A 4738-2					

S and A 4738-2									
Dept.	Clerk		Date						
Quant.	Description				\$	¢			
Signature			CPA		T		S	Tax	
Chg.	Pd.	Coin No.	Amt. Rec.				Total		
Charge to Paid by									
Street									
City									
Send to									
Street									
City					Apt. #		P.H.		
Rt. #	Del'y. Date		Instructions						
Dept.	Clerk	Mo.	Day	S and A 4738-2					

8. (Charge / Send)

James Doe, 14 Barrel Lane, Phoenix, Arizona 85009, buys a portable sander, list \$49.50 at a special sale discount of 15%. He charges it to his account but wants it sent to Joe Doe, 18 Stevens Point, Apt. 4, San Jose, California 95103. It must arrive not later than 10 days from this date. The Hardware Dept. is #702. Mr. Doe's account number is DD5643.

Complete sales slip 4783-3.

CORRECTING OVER-RINGS AND UNDER-RINGS

73

If the checker accidentally rings up an incorrect amount, the over-ring or under-ring can be corrected immediately.

CORRECTING OVER-RINGS

Situation - - -An over-ring occurs when the checker accidentally rings up a 40¢ Meat Item at 50¢.

Procedure - - - Catching the error, the checker can immediately adjust the customer's sale slip by giving a 10¢ refund, and then continuing on with the order.

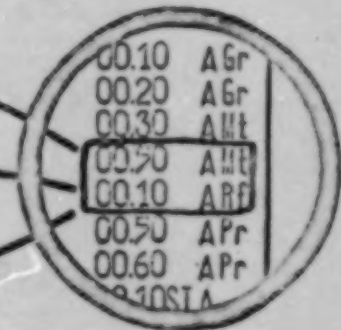
Step 1 - - - The fourth item should have been a 40¢ Meat item instead of 50¢.

Step 2 - - - Ring up 10¢ on the "REFUND" key. This will automatically adjust the total on the customer's sale slip.

Step 3 - - - Continue on and complete the sale.

Step 4 - - - Circle the over-ring and the refund on the sale slip, and explain the adjustment to the customer.

Step 5 - - - List the 10¢ over-ring in the Meat column on the Checker's Paid Out Slip.



AMOUNT \$			<u>PAID OUT SLIP</u>	
B O T T L E	R E F U N D	O V E R I F E S	MERCHANDISE REFUND ITEM _____	
			REASON FOR REFUND _____	
			NAME _____	
			PLEASE PRINT	
CLERK _____			ADDRESS _____	
			STREET CITY	
SIG. _____			PHONE _____	
WAS THIS REFUND HANDLED TO YOUR SATISFACTION? YES ☐ NO ☐				

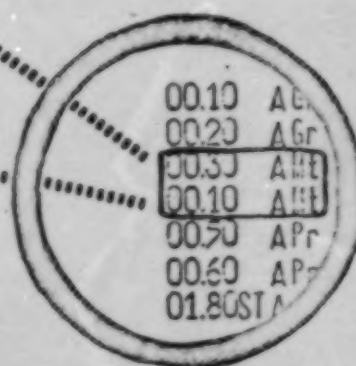
Politeness is to human nature
what warmth is to wax.



CORRECTING UNDER-RINGS

Situation - - The checker accidentally under-rings an item when she only rings up 30¢ for a 40¢ item.

Procedure - - This error can be adjusted immediately by simply ringing up 10¢ right after the incorrect 30¢ item. When the sale is completed, the two items should be circled and it should be explained to the customer that they represent her 40¢ purchase.

BOTTLE REFUND BUT NO SALE

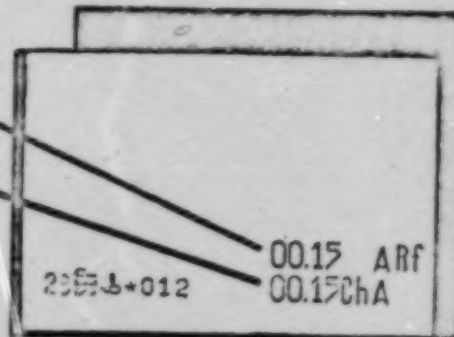
Situation - - A customer returns bottles, and get a 15¢ refund, but does not make a purchase.

Procedure

Step 1 - - Ring up 15¢ on the "REFUND" key.

Step 2 - - Depress the "CHANGE" key. (This will open the register and you can give the customer the 15¢ refund.)

Step 3 - - List the 15¢ on the Checker's Paid Out Slip.



When in doubt, do the friendliest thing.



The following are a few illustrations of cashier errors that may inadvertently be made on this new cash register. The chances that you might make these errors is very small, but it is important that they be handled uniformly when they do occur.

ERROR #1

OVER-RING CAUSED BY REGISTERING "AMOUNT TENDERED" IN GROCERY DEPARTMENT

Situation - - The checker rings up a sale for \$2.16 and the customer pays for it with a \$5. bill. The checker accidentally registers the cash tendered by the customer on the GROCERY bar, instead of the "AMOUNT TENDERED" key.

Procedure - - What we have is a \$5. grocery over-ring. We must first get the customer's total back to the correct amount, and then handle the \$5. tendered in the correct manner.

Step 1 - - Instead of registering the \$5. as "AMOUNT TENDERED", it was accidentally registered on the "GROCERY" bar. The result is that we now have a \$5. grocery over-ring.

Step 2 - - Sub-total, and then ring up a \$5. "REFUND". By sub-totaling again we can see that the customer's total is back to the correct amount (\$2.16).

Step 3 - - Register the \$5. correctly on the "AMOUNT TENDERED" key.

Step 4 - - Depress the "CHANGE" key.

The figures on top of the cash register will now show the amount of change to be given to the customer. (\$2.84)

Step 5 - - The sale slip should be explained to the customer and O.K.'d by the Store Manager.

Step 6 - - List the \$5.00 in the Grocery column on the Checker's Paid Out Slip.

The diagram shows a cash register display with the following entries and arrows:

- 00.10 AGr (Arrow from Step 1)
- 00.20 AGr
- 00.30 AMt
- 00.40 AMt
- 00.50 APr
- 00.60 APr
- 02.10 STA
- 00.05 ATx
- 02.16 STA
- 05.00 AGr (Arrow from Step 2)
- 07.16 STA
- 05.00 ARf (Arrow from Step 3)
- 02.16 STA
- 05.00 ATA
- 02.84 ChA (Arrow from Step 4)
- 2181-013 (Arrow from Step 5)
- O.K. (Arrow from Step 6)
- Q.N.R.

SECTION III

Date Assigned _____

PROJECT 3

Estimated Finish _____

Name _____

Date Finished _____

Course _____

Evaluation _____

LEARNING THE KEYBOARD: HOME KEYS

The touch method of cash register operation is a systematic approach for learning key location. It provides for keyboard operation by the thumb, second finger, and index finger of the right hand. The 10¢ key is the home key for the thumb; the 6¢ key is the home key for the second finger; and the 50¢ key is the home key for the index finger.

Section III introduces you to the fingering positions for each area of the register keyboard. Projects 3, 4, and 5 build upon those exercises and will help you to further your fingering skills.

This exercise continues the learning procedures in Section III related to the home keys. As you practice depressing these keys using the correct fingers, you will find that each reach will soon become a natural response. Refer to the illustration on page 14 for a review of finger location.

1. Clear the register keyboard with the key release lever or the total key.
2. Place the right hand in a relaxed position on the home keys.
3. Use the largest department key or the motor bar as the activating key.
4. Make sure the salesperson key has been depressed and is in locked position.
5. Depress the 10¢ key and operate the department key or motor bar; depress the 6¢ key and operate the department key or motor bar; depress the 50¢ key and operate the department key or motor bar. After each registration, look at the indication to make sure the correct registration has been made. This procedure is used for registering all items on the register. Practice locating the home keys until you are familiar with their locations on the register.
6. In the following drills, practice each exercise until the home keys can be registered using the touch system. *Return the fingers to the home keys after each reach.*

.10	.10	.10	.50	.06	.50	.06	.06	.50
.06	.06	.06	.06	.50	.50	.06	.10	.06
.10	.50	.10	.50	.50	.10	.10	.06	.50
.50	.10	.06	.50	.50	.06	.10	.10	.10
.06	.50	.06	.10	.10	.10	.50	.50	.10
.10	.06	.10	.06	.06	.06	.06	.06	.06
.06	.10	.50	.50	.10	.10	.50	.50	.50

Section III, Project 3 (Continued)

7. Most transactions involve keys other than those found in a single row. To record these transactions, the checker-cashier must depress keys in two or three rows, depending upon the amount of sale. For example: to record 56¢, the checker-cashier depresses the 50¢ key, the 6¢ key, and the activating key.

8. In the following drill, practice each line until depressing the two keys is easy. Return the fingers to the home keys after each reach.

.10	.06	.10	.56	.10	.56	.56	.10	.50
.06	.50	.06	.50	.06	.16	.06	.50	.10
.16	.56	.16	.06	.16	.10	.10	.06	.06
.50	.10	.06	.10	.06	.06	.16	.56	.16
.56	.16	.50	.16	.56	.50	.06	.06	.10

9. At the conclusion of this drill, place your name on your tapes, staple them together, and hand them to your instructor.

The following exercises will help you develop skills in reading lists correctly and quickly. In the center column, place an *I* every time the two items on the same line are identical. Place a *U* if the items differ in any way. Do not check the arithmetic. Check only the errors in corresponding lines.

Example:

1.35	<u>U</u>	135
.41	<u>I</u>	.41
3.58	<u>I</u>	3.58
10.15	<u>U</u>	10.51
11.15	<u>I</u>	11.15
12.11	<u>U</u>	11.12
ACB	<u>I</u>	ACB

Tape One:

4738		4734
34.75		34.75
21.59		21.59
.40		.40
3.40		3.40
17.94		17.94
2.10		2.10
10.16		11.16
5.10		5.10
17.60		17.60
27.10		27.01
14.06		14.60
10.14		10.16
.36		.36
.05		.50
3.10		3.10
6.50		6.59
39.98		39.98

Tape Two:

CDFH		CDFH
FDP		FDP
ODHN		OSHN
GHP		GHP
MNT		MNP
ICLM		ICLN
OBDE		OBBE
TOZB		TOZB
WBHP		NPHP
ZQRW		ZQPW
ABC		ADC
STV		STV
TUV		TUW
LMNO		LNMO
STET		SETT
XYZ		XYZ
ICBM		IBMC
IRMA		IMRA

SECTION VI

Date Assigned _____

PROJECT 20

Estimated Finish _____

Name _____

Date Finished _____

Course _____

Evaluation _____

RINGING UP CUSTOMER TRANSACTIONS

The checker-cashier is faced with many different types of transactions during the day's activities. This project covers some of the transactions in which you should have skill.

If the exercise requires tax computation, use the following scale:

1¢ to 15¢	no tax	\$1.09 to \$1.31	5¢ tax
16¢ to 31¢	1¢ tax	\$1.32 to \$1.51	6¢ tax
32¢ to 51¢	2¢ tax	\$1.52 to \$1.71	7¢ tax
52¢ to 71¢	3¢ tax	\$1.72 to \$2.08	8¢ tax
72¢ to \$1.08	4¢ tax		

1. Mrs. Jones made the following purchases. Compute the cost of merchandise, the sales tax, and change due as directed in each tape.

Tape One:

.35 Grocery
 .40 Grocery
 1.25 Meat
 .36 Grocery
 .40 Grocery
 .96 Meat
 .30 Produce
 1.60 Meat
 .30 Produce
 .40 Produce
 .56 Produce
 .27 Produce
 .30 Produce
 .32 Grocery
 .13 Grocery
 .21 Grocery
 3.45 Meat
 _____ **TOTAL**
\$15.00 AMT. TENDERED
 _____ **CHANGE DUE**

Tape Two:

.25 Taxable Grocery
 .92 Taxable Produce
 .43 Taxable Grocery
 .28 Taxable Produce
 .99 Taxable Meat
 .35 Grocery
 .16 Miscellaneous
 .29 Grocery
 .49 Grocery
 .89 Meat
 .79 Produce
 .88 Meat
 .66 Grocery
 .39 Grocery
 .68 Miscellaneous
 .56 Miscellaneous
 .19 Grocery
 .22 Grocery
 _____ **TAXABLE TOTAL**
 _____ **SALES TAX**
 _____ **TOTAL**
\$15.00 AMT. TENDERED
 _____ **CHANGE DUE**

Tape Three:

1.29 Apparel
 1.39 Apparel
 .98 Apparel
 .89 Apparel
 .39 Domestic
 .39 Domestic
 .29 Domestic
 .19 Domestic
 3.98 Photo Supplies
 .98 Photo Supplies
 .58 Drugs
 .78 Drugs
 .97 Drugs
 1.10 Drugs
 9.95 Sports Goods
 14.95 Sports Goods
 .99 Sports Goods
 1.00 Sports Goods
 _____ **SUBTOTAL**
 _____ **SALES TAX**
 _____ **TOTAL**
\$45.00 AMT. TENDERED
 _____ **CHANGE DUE**

Section VI, Project 20 (Continued)

2. Mrs. Thomas made the following purchases at a discount store. Tabulate each sale and give the correct change.

Tape One:

.36 Domestic
1.50 Household Needs
.46 Household Needs
.37 Domestic
.40 Household Needs
.26 Miscellaneous
.40 Miscellaneous
.30 Miscellaneous
1.35 Books

____ SUBTOTAL
____ SALES TAX
____ TOTAL
\$10.00 AMT. TENDERED
____ CHANGE DUE

Tape Two:

.39 Domestic
.79 Apparel
.89 Apparel
.93 Apparel
2.39 Apparel
.49 Domestic
.29 Household Needs
.99 Household Needs
.49 Household Needs

____ SUBTOTAL
____ SALES TAX
____ TOTAL
\$10.00 AMT. TENDERED
____ CHANGE DUE

Tape Three:

.74 Sports Goods
.74 Sports Goods
.74 Sports Goods
1.98 Sports Goods
5.98 Sports Goods
14.95 Apparel
3.65 Apparel
10.95 Apparel
.73 Drugs

____ SUBTOTAL
____ SALES TAX
____ TOTAL
\$50.00 AMT. TENDERED
____ CHANGE DUE

3. Many customers add items after their purchases have been rung. In the following tapes, compute the sale, make the add-ons, compute the tax, and give the amount of change due as directed in each tape.

Tape One:

.36 Taxable Grocery
.43 Taxable Grocery
.26 Taxable Grocery
.54 Taxable Grocery
.26 Taxable Grocery
2.50 Taxable Meat
3.40 Taxable Meat
.37 Taxable Produce
.40 Taxable Produce
.30 Taxable Grocery
.27 Taxable Grocery
.43 Taxable Grocery

____ SUBTOTAL
The customer requests two packages of cigarettes at 35¢ per package. Add the prices of the additional purchases.
____ SUBTOTAL
____ SALES TAX
____ TOTAL
\$20.00 AMOUNT TENDERED
____ CHANGE DUE

Tape Two:

.45 Meat
.36 Grocery
.50 Grocery
1.95 Meat
1.24 Meat
.30 Produce
.40 Produce
.36 Grocery
.75 Grocery
.54 Grocery
.46 Grocery
.60 Grocery
.57 Grocery

____ SUBTOTAL
The customer requests one package of cigarettes at 35¢ per package. Add the price of the additional purchase.
____ SUBTOTAL
____ TOTAL
\$10.00 AMOUNT TENDERED
____ CHANGE DUE

SECTION IV**PROJECT 9**

Name _____

Course _____

Date Assigned _____

Estimated Finish _____

Date Finished _____

Evaluation _____

DEVELOPING SKILL: AMOUNT AND DEPARTMENT KEYS

Speed and accuracy are a result of practice and concentrated effort on the part of the checker-cashier. This project helps you achieve these goals by providing sample practice receipt.

When preparing the cash register for operation, these procedures should be followed:
(NOTE: These procedures will not be repeated in later lessons.)

1. Clear the register keyboard with the key release lever or the total key.
2. Place the right hand in a relaxed position on the home keys.
3. Make sure the salesperson key has been depressed and is in locked position.
4. After each depression, return the fingers to the home keys and look at the indication to make sure the registration has been rung correctly.
- ~~5. Keep all register tapes stapled to work sheets.~~

Practice the following receipt tapes until you can perform them rapidly and accurately.

Tape One:

.10 Grocery
.20 Grocery
.30 Grocery
.40 Grocery
.15 Grocery
.34 Grocery
.02 Grocery
.04 Grocery
.61 Grocery
1.23 Grocery
1.37 Grocery
2.49 Grocery
.12 Meat
.21 Meat
.78 Meat
.09 Meat
.32 Produce
.26 Produce
\$9.03 TOTAL

Tape Two:

.13 Grocery
1.03 Grocery
.31 Grocery
3.45 Grocery
.64 Grocery
1.00 Grocery
2.22 Grocery
.24 Grocery
1.78 Grocery
.07 Grocery
.04 Grocery
.06 Grocery
.05 Meat
.25 Meat
.37 Meat
.16 Meat
.33 Meat
.27 Meat
\$10.60 TOTAL

Tape Three:

.36 Grocery
.63 Grocery
.21 Grocery
.12 Grocery
.51 Grocery
.08 Grocery
1.07 Grocery
.15 Meat
.20 Meat
.19 Meat
.91 Meat
.37 Meat
2.73 Meat
.74 Produce
.47 Produce
.32 Produce
1.52 Produce
.45 Produce
\$11.03 TOTAL

Tape Four:

.10 Grocery
.06 Grocery
.50 Grocery
.56 Produce
.16 Produce
.06 Produce
.99 Meat
.33 Meat
.66 Meat
.23 Grocery
.22 Grocery
.11 Grocery
.06 Grocery
.16 Grocery
.56 Grocery
.56 Meat
.33 Meat
.18 Grocery
\$5.83 TOTAL

Section IV, Project 9 (Continued)

Tape Five:	Tape Six:	Tape Seven:	Tape Eight:
.10 Grocery	1.29 Meat	1.98 Apparel	.39 Miscellaneous
.11 Grocery	.16 Grocery	1.98 Apparel	.49 Miscellaneous
.12 Grocery	.39 Produce	1.89 Apparel	.39 Apparel
.13 Grocery	.49 Produce	1.29 Apparel	.39 Apparel
.14 Grocery	.39 Produce	.79 Apparel	.49 Apparel
.15 Grocery	.59 Meat	.79 Apparel	.49 Apparel
.23 Grocery	.69 Meat	.79 Apparel	.49 Apparel
.89 Meat	.79 Meat	.79 Apparel	.49 Apparel
.78 Meat	.89 Meat	.79 Apparel	.49 Apparel
.68 Meat	.39 Grocery	.98 Apparel	.49 Apparel
.45 Produce	.38 Grocery	.98 Apparel	.98 Apparel
.33 Produce	.37 Grocery	.98 Apparel	1.98 Apparel
.96 Produce	.36 Grocery	1.19 Apparel	1.98 Apparel
.99 Meat	.35 Grocery	1.19 Apparel	1.98 Apparel
.75 Meat	.43 Grocery	2.98 Apparel	1.98 Apparel
.69 Meat	.44 Grocery	2.89 Apparel	1.56 Apparel
.35 Meat	.45 Grocery	12.95 Apparel	1.50 Apparel
.13 Produce	.46 Grocery	15.50 Apparel	1.50 Apparel
.17 Produce	.23 Grocery	17.98 Apparel	1.50 Apparel
.16 Produce	.24 Grocery	10.98 Apparel	4.98 Apparel
.56 Produce	.25 Grocery	10.98 Apparel	6.98 Apparel
.23 Grocery	.99 Meat	10.98 Apparel	5.50 Apparel
.24 Grocery	.98 Meat	4.95 Apparel	6.98 Apparel
.25 Grocery	.97 Meat	5.00 Apparel	.75 Books
.29 Grocery	.96 Meat	6.50 Apparel	.50 Books
.31 Grocery	.83 Meat	.35 Stationery	.95 Books
.32 Grocery	.81 Meat	.75 Books	1.25 Books
.45 Grocery	.78 Meat	.95 Books	.65 Books
.16 Grocery	.87 Meat	.79 Drugs	1.50 Stationery
.39 Grocery	.47 Produce	.98 Drugs	1.25 Stationery
.42 Grocery	.37 Produce	1.19 Drugs	.75 Stationery
.42 Grocery	.35 Produce	.98 Sports Goods	.98 Sports Goods
.42 Grocery	.23 Produce	6.98 Sports Goods	1.98 Sports Goods
.17 Grocery	.22 Produce	42.50 Sports Goods	5.98 Household Needs
.16 Grocery	.29 Produce	5.45 Sports Goods	.99 Photo Supplies
.15 Grocery	.31 Grocery	.49 Domestic	1.98 Photo Supplies
.18 Grocery	.41 Grocery	.39 Domestic	15.98 Photo Supplies
.29 Grocery	.51 Grocery	.79 Domestic	.98 Domestic
.29 Grocery	.61 Grocery	.69 Domestic	.18 Domestic
.39 Grocery	.71 Grocery	.25 Domestic	.89 Domestic
.49 Grocery	.77 Meat	1.98 Miscellaneous	.49 Domestic
.59 Produce	.79 Meat	2.54 Miscellaneous	.79 Domestic
\$15.48 TOTAL	\$23.26 TOTAL	\$186.44 TOTAL	\$83.76 TOTAL

CUSTOMER RELATIONS AND THE IMPORTANCE OF COURTESY, PART 2

VALUE OF A SMILE

It costs nothing but creates much.

It enriches those who receive without
impoverishing those who gave.

It happens in a flash and the memory
of it sometimes lasts forever.

None are so rich that they can get
along without it and none so poor
but richer for its benefits.

It creates happiness in the home and
fosters good will in business.

Yet it cannot be bought, begged,
borrowed or stolen.

It is something that is no earthly good
to anybody until it is given away.

If at times you meet someone who
fails to give you a smile, may I ask
that you give one of your own?

For nobody needs a smile as much as
those who have none left to give.

CHECKER-CASHIER FINAL EXAM

Name _____

PART A/TRUE-FALSE

Directions. Each of the following statements is either true or false. Unless directed otherwise by your instructor, indicate your choice in the Answers column by encircling "T" for a true answer or "F" for a false answer.

	Answers	For Scoring
1. It takes only one discourteous act by an employee to spoil the customer's impression of the entire store.....	T F	1. _____
2. When the cash register is read at the end of the day, another reading is necessary when the checkout station is opened.....	T F	2. _____
3. Advancing the date-setting mechanism is one of the steps in preparing the cash register for the day.....	T F	3. _____
4. Good housekeeping at the checkout station is not a responsibility of the checker-cashier.....	T F	4. _____
5. The checker-cashier should not be concerned with stock arrangement, since customers select merchandise before they reach the checkout station.....	T F	5. _____
6. Courtesy to children is a good-will builder with parents.....	T F	6. _____
7. Bagging is the checker-cashier's responsibility regardless of who actually does it..	T F	7. _____
8. Money tendered by the customer is usually left on the change plate until the correct change is given to the customer.....	T F	8. _____
9. The self-service store is designed for mass merchandising techniques.....	T F	9. _____
10. More impulse purchases are made in stores where salespersons assist the customer than in self-service stores.....	T F	10. _____
11. One result of self-service merchandising is decreased customer loyalty for a particular store.....	T F	11. _____
12. The checker-cashier's friendliness and skill can determine whether or not the customer will return to the store.....	T F	12. _____
13. The impact of self-service stores upon retail merchandising has caused many changes in buying merchandise, customer purchases, store displays, building design, and personnel hiring.....	T F	13. _____
14. The checkout station is an important area for effective customer relations.....	T F	14. _____
15. All activity counters should be set each day.....	T F	15. _____
16. The operating crank should be kept in the cash drawer.....	T F	16. _____
17. When a customer purchases an item that is group priced, the fraction is dropped when recording the price.....	T F	17. _____
18. Money is arranged in the cash drawer in ascending order, from left to right, \$1, \$5, \$10, and \$20.....	T F	18. _____
19. Land for parking space is so expensive that some merchants are prohibited from building self-service stores.....	T F	19. _____
20. Before cashing a check, make sure the check is filled out properly and that the customer has sufficient identification.....	T F	20. _____
21. When the customer wishes to redeem a coupon, the checker-cashier should check the coupon for its expiration date.....	T F	21. _____
22. When packing the customer's grocery order, the middle of the bag should be filled with crushable items.....	T F	22. _____
23. The checker-cashier should be able to handle all customer complaints.....	T F	23. _____
24. Most stores accept merchandise returns as part of store policy.....	T F	24. _____
25. The checker-cashier should understand how his position relates to the total organizational structure of the store.....	T F	25. _____

FINAL EXAMINATION • 125

PART B/COMPUTING GROUP PRICES

Directions. Compute the price for one item, two items, and three items based on the group prices listed.

GROUP PRICE	PRICE FOR 1	PRICE FOR 2	PRICE FOR 3	GROUP PRICE	PRICE FOR 1	PRICE FOR 2	PRICE FOR 3
1. 3/29¢				26. 11/\$1.00			
2. 4/23¢				27. 4/29¢			
3. 6/\$1.00				28. 3/23¢			
4. 2/15¢				29. 5/39¢			
5. 3/55¢				30. 7/\$1.00			
6. 4/14¢				31. 2/33¢			
7. 5/49¢				32. 4/25¢			
8. 3/17¢				33. 3/34¢			
9. 9/\$1.00				34. 4/37¢			
10. 4/21¢				35. 8/\$1.00			
11. 6/33¢				36. 3/49¢			
12. 3/\$1.00				37. 2/11¢			
13. 3/13¢				38. 9/\$1.11			
14. 3/25¢				39. 6/\$1.00			
15. 2/23¢				40. 3/53¢			
16. 3/17¢				41. 12/\$1.31			
17. 4/93¢				42. 11/\$1.00			
18. 5/77¢				43. 10/99¢			
19. 6/33¢				44. 9/69¢			
20. 7/95¢				45. 8/78¢			
21. 8/35¢				46. 7/69¢			
22. 9/91¢				47. 6/53¢			
23. 12/\$1.27				48. 5/33¢			
24. 9/39¢				49. 4/25¢			
25. 4/89¢				50. 3/16¢			

PART C/MULTIPLE-CHOICE

Directions: In the Answers column, write the letter that represents the word, or group of words, that best completes the statement.

	Answers	For Scoring
1. When in doubt about the price of an item, the checker-cashier should (A) ask the cashier in the next checkout station, (B) check the list of prices issued at the beginning of the day, (C) ask the customer.....	_____	1. _____
2. When an amount or departmental error occurs, the checker-cashier should (A) ignore the error, (B) correct the error immediately, (C) make the correction when ringing up the next item.....	_____	2. _____
3. When colored streaks appear on the customer's receipt tape or on the detail audit tape, (A) half of the roll has been used, (B) the tapes should be replaced immediately, (C) the tape rolls have just been inserted.....	_____	3. _____
4. If the checker-cashier suspects a customer of shoplifting, (A) he should call a policeman, (B) he should confront the customer with his suspicions, (C) he should notify the manager.....	_____	4. _____
5. The best way to handle a complaint is to (A) give the customer his money back, (B) listen and if you cannot satisfy the customer, call the manager, (C) listen to her story and then tell her there is nothing you can do.....	_____	5. _____
6. To assure accuracy when checking out merchandise, (A) place the left hand on each item as it is being checked, (B) jump from front to back of the order when registering the items, (C) register each item as it moves through on the conveyor belt.....	_____	6. _____
7. Self-service stores have been more successful in selling merchandise to (A) higher income groups, (B) middle and lower income groups, (C) every income group.....	_____	7. _____
8. The touch system of cash register operation provides for (A) less chance of an error, (B) more time for public relations, (C) a systematic approach to registering merchandise, (D) all of these.....	_____	8. _____
9. The detail audit tape (A) provides a permanent record of the day's transactions, (B) provides a record to give each customer, (C) actually provides little information for management.....	_____	9. _____
10. Trading stamps are given on (A) the total amount of the sale, (B) the amount of the sale before tax, (C) only the taxable items.....	_____	10. _____
11. When packing the customer's order, you should (A) form a solid base in the bottom of the sack with heavy, solid items, (B) place bulky items in the bottom, (C) fill the bag with bread and soft items so that corners won't tear.....	_____	11. _____
12. A raincheck is issued on (A) items that are on sale but are temporarily out of stock, (B) items that are temporarily out of stock, (C) items that the store does not customarily carry.....	_____	12. _____
13. Early supermarkets and discount houses were located in (A) well-lighted, well-designed buildings, (B) warehouse type buildings, (C) small, dingy rooms.....	_____	13. _____
14. When bagging soap, cheese, or other items with strong odors, (A) place them away from butter, eggs, and meat, (B) place them in any convenient area of the bag, (C) place them in the bottom of the bag.....	_____	14. _____
15. Light weight, easily crushable items should be placed (A) in a separate bag, (B) at the top of the bag, (C) in any area of the bag.....	_____	15. _____

PART D/COMPLETION

Directions: An important term has been omitted from each of the following statements. Write in Column 2 the word or words needed to complete each sentence in Column 1.

COLUMN 1	COLUMN 2	For Scoring
1. The checker-cashier has two important roles to perform. They are merchandise checking and.....	_____	1. _____
2. The touch system of cash register operation depends upon using a basic set of keys with certain fingers of the right hand assigned to each basic key. These basic keys are called the.....	_____	2. _____
3. The selling of the same kinds of goods to large numbers of customers is known as.....	_____	3. _____
4. The procedure used to determine whether the cash drawer is balanced at the end of the day is called.....	_____	4. _____
5. A device which consists of a small key board located at the checkout station and a system of flashing lights to indicate check cashing approval or disapproval is called a.....	_____	5. _____
6. Persons who divide bills of a large denomination and glue them to the back of another bill of a smaller denomination are known as.....	_____	6. _____
7. A person who passes money not minted by the United States government is known as a.....	_____	7. _____
8. The self-service store emerged in the early thirties with the.....	_____	8. _____
9. The income the consumer has after he has paid for a minimum standard of living is known as.....	_____	9. _____
10. Each time a sale is rung into the register, the amount of the sale, the department, and the salesperson are visible in the.....	_____	10. _____
11. The cash register window which allows the checker-cashier to view the most recent registration is known as the.....	_____	11. _____
12. The device that tells the day, month, and year of the registration is known as the.....	_____	12. _____
13. The device which determines the number which appears on the customer's receipt tape and on the detail audit tape is known as the.....	_____	13. _____
14. A checker-cashier uses this form on a cash register printing table to record the corrections and the refunds made throughout the day. This form is called the.....	_____	14. _____
15. The customer's first impression of the checker-cashier is based on.....	_____	15. _____
16. The money used to start the day's business is known as the.....	_____	16. _____
17. The mechanical device which is wired to the cash register and gives the correct amount of coin change as computed by the cash register is called an.....	_____	17. _____
18. Persons who drop change on the floor with the intention of diverting the checker-cashier from the cash drawer are known as.....	_____	18. _____
19. The slip of paper issued for every sale is known as the.....	_____	19. _____
20. Self-service has been most successful in stores that sell convenience goods and.....	_____	20. _____

CHECKER-CASHIER FINAL EXAM

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Name Key

PART A/TRUE-FALSE

Directions. Each of the following statements is either true or false. Unless directed otherwise by your instructor, indicate your choice in the Answers column by encircling "T" for a true answer or "F" for a false answer.

	Answers	For Scoring
1. It takes only one discourteous act by an employee to spoil the customer's impression of the entire store.	☒ T ☐ F	1. _____
2. When the cash register is read at the end of the day, another reading is necessary when the checkout station is opened.	☒ T ☐ F	2. _____
3. Advancing the date-setting mechanism is one of the steps in preparing the cash register for the day.	☒ T ☐ F	3. _____
4. Good housekeeping at the checkout station is not a responsibility of the checker-cashier.	☐ T ☒ F	4. _____
5. The checker-cashier should not be concerned with stock arrangement, since customers select merchandise before they reach the checkout station.	☐ T ☒ F	5. _____
6. Courtesy to children is a good-will builder with parents.	☒ T ☐ F	6. _____
7. Bagging is the checker-cashier's responsibility regardless of who actually does it.	☒ T ☐ F	7. _____
8. Money tendered by the customer is usually left on the change plate until the correct change is given to the customer.	☒ T ☐ F	8. _____
9. The self-service store is designed for mass merchandising techniques.	☒ T ☐ F	9. _____
10. More impulse purchases are made in stores where salespersons assist the customer than in self-service stores.	☐ T ☒ F	10. _____
11. One result of self-service merchandising is decreased customer loyalty for a particular store.	☒ T ☐ F	11. _____
12. The checker-cashier's friendliness and skill can determine whether or not the customer will return to the store.	☒ T ☐ F	12. _____
13. The impact of self-service stores upon retail merchandising has caused many changes in buying merchandise, customer purchases, store displays, building design, and personnel hiring.	☒ T ☐ F	13. _____
14. The checkout station is an important area for effective customer relations.	☒ T ☐ F	14. _____
15. All activity counters should be set each day.	☒ T ☐ F	15. _____
16. The operating crank should be kept in the cash drawer.	☒ T ☐ F	16. _____
17. When a customer purchases an item that is group priced, the fraction is dropped when recording the price.	☐ T ☒ F	17. _____
18. Money is arranged in the cash drawer in ascending order, from left to right, \$1, \$5, \$10, and \$20.	☐ T ☒ F	18. _____
19. Land for parking space is so expensive that some merchants are prohibited from building self-service stores.	☒ T ☐ F	19. _____
20. Before cashing a check, make sure the check is filled out properly and that the customer has sufficient identification.	☒ T ☐ F	20. _____
21. When the customer wishes to redeem a coupon, the checker-cashier should check the coupon for its expiration date.	☒ T ☐ F	21. _____
22. When packing the customer's grocery order, the middle of the bag should be filled with crushable items.	☐ T ☒ F	22. _____
23. The checker-cashier should be able to handle all customer complaints.	☐ T ☒ F	23. _____
24. Most stores accept merchandise returns as part of store policy.	☒ T ☐ F	24. _____
25. The checker-cashier should understand how his position relates to the total organizational structure of the store.	☒ T ☐ F	25. _____

FINAL EXAMINATION • 125

Key

Directions: In the Answers column, write the letter that represents the word, or group of words, that best completes the statement.

	Answers	For Scoring
1. When in doubt about the price of an item, the checker-cashier should (A) ask the cashier in the next checkout station, (B) check the list of prices issued at the beginning of the day, (C) ask the customer.	<u>B</u>	1. _____
2. When an amount or departmental error occurs, the checker-cashier should (A) ignore the error, (B) correct the error immediately, (C) make the correction when ringing up the next item.	<u>B</u>	2. _____
3. When colored streaks appear on the customer's receipt tape or on the detail audit tape, (A) half of the roll has been used, (B) the tapes should be replaced immediately, (C) the tape rolls have just been inserted.	<u>B</u>	3. _____
4. If the checker-cashier suspects a customer of shoplifting, (A) he should call a policeman, (B) he should confront the customer with his suspicions, (C) he should notify the manager.	<u>C</u>	4. _____
5. The best way to handle a complaint is to (A) give the customer his money back, (B) listen and if you cannot satisfy the customer, call the manager, (C) listen to her story and then tell her there is nothing you can do.	<u>B</u>	5. _____
6. To assure accuracy when checking out merchandise, (A) place the left hand on each item as it is being checked, (B) jump from front to back of the order when registering the items, (C) register each item as it moves through on the conveyor belt.	<u>A</u>	6. _____
7. Self-service stores have been more successful in selling merchandise to (A) higher income groups, (B) middle and lower income groups, (C) every income group.	<u>B</u>	7. _____
8. The touch system of cash register operation provides for (A) less chance of an error, (B) more time for public relations, (C) a systematic approach to registering merchandise, (D) all of these.	<u>D</u>	8. _____
9. The detail audit tape (A) provides a permanent record of the day's transactions, (B) provides a record to give each customer, (C) actually provides little information for management.	<u>A</u>	9. _____
10. Trading stamps are given on (A) the total amount of the sale, (B) the amount of the sale before tax, (C) only the taxable items.	<u>B</u>	10. _____
11. When packing the customer's order, you should (A) form a solid base in the bottom of the sack with heavy, solid items, (B) place bulky items in the bottom, (C) fill the bag with bread and soft items so that corners won't tear.	<u>A</u>	11. _____
12. A raincheck is issued on (A) items that are on sale but are temporarily out of stock, (B) items that are temporarily out of stock, (C) items that the store does not customarily carry.	<u>A</u>	12. _____
13. Early supermarkets and discount houses were located in (A) well-lighted, well-designed buildings, (B) warehouse type buildings, (C) small, dingy rooms.	<u>B</u>	13. _____
14. When bagging soap, cheese, or other items with strong odors, (A) place them away from butter, eggs, and meat, (B) place them in any convenient area of the bag, (C) place them in the bottom of the bag.	<u>A</u>	14. _____
15. Light weight, easily crushable items should be placed (A) in a separate bag, (B) at the top of the bag, (C) in any area of the bag.	<u>B</u>	15. _____



UNIT #6 JOB ORIENTATION

JEMS ACTIVITIES:

Role playing activity for job interviewing situation--assign each student to play a role--for example "the too aggressive applicant, the unprepared applicant, etc. Possibly invite other department teachers in to act as interviewer, or assign fellow students as interviewers.

Hand out sample application blanks, to be completed. Then show same sample on overhead projector and fill out together.

Have students make a collection of application blanks from local businesses to be obtained either in person, from a friend, or by telephone.

After discussion of employment tests, offer each student opportunity to choose one from those available, and take the test.

After reviewing copies of "Prepare Yourself for Job Interviews", available from State Employment Service, suggest the students develop their own, updated version for class use.

Using the booklet "How Not to Find a Job", take illustrated page and make transparencies from them and use for class discussion.

Have students complete Personal Inventory Sheet attached to this unit.

A Career in the Modern Office #4, "Getting the Right Job", chapter 11, pp. 109-114 covers the topic of taking employment tests extremely well. This chapter is worthy of review with class before the employment test activity.

Review booklet Making the Most of Your Job Interview, available free from New York Life Insurance Company, headquartered in First National Bank Building. Discussion of reasons why some people are hired and others are not.

A Career in the Modern Office #4, "Getting the Right Job"--entire book has information from Gerring Started, Job Sources, Using Employment Services, etc. 135 pages long--available from Gregg Division of McGraw-Hill.

Get on the mailing list for Labor and Job Summary available from State Employment Service, Department of Labor Statistics. Monthly bulletin is available free of charge and gives labor and job needs for the Phoenix and Tucson areas--very current and valuable information.

The Job You Want, by Andrews, published by Gregg, as part of a series contains quantities of information useful in job seeking and job preparation. (softback, 154 pages)

Review and discuss importance of Social Security card.

Guest speaker, Carol Sommers, from Personnel Department, Great Western Bank. Speaker, films or free materials, or all three, from Social Security Administration.

UNIT #6 JOB ORIENTATION

Invite local personnel people to speak to the class. One source of guest speakers might be ABIEC or the Personnel Management Association, or Mr. George Dunn at District Office.

Construct a sample job interview tape, to play in class for student reaction including many sample types of questions which might be asked at an interview. Blank time might be left on the tape for individual student reactions.

Personal appearance discussion might be highlighted by speakers from the community on grooming for boys and girls.

Review Looking for a Job, and Wanting a Job, part of the Turner Career Guidance Series, Books 1 and 4 by the Follett Educational Corporation, Chicago, publ. 1967. This series presents situations of looking for a job and wanting a job, grammar studies, vocabulary reading and comprehension of situations, word games, cross-word puzzles, etc.

Use self-awareness kit Search for Values..."Time" unit to review use of time in job orientation and planning. Available in Search for Values kit, Dimensions of Personality, Pflum/Standard, 38 West Fifth Street, Dayton, Ohio 45404. \$30 for entire kit included.

Use "Personal Development Transparencies", Panson/Parker - SouthWestern.

Case studies in Clerical Office Procedures on job preparation. Some samples are included in this unit.

Preparation for employment
 Completing applications
 Employment testing - taking employment tests
 Interviewing techniques, including asking for salary (role playing)
 Personal appearance
 Employment services
 Guest speakers and/or interviewers (Carol Sommers, Great Western Bank, Personnel Office)

Suggested resources: How Not to Get a Job - State Employment Service
TABS "Job Orientation" unit
World of Work, chapter 3

Have students construct a personal data sheet. Possibly suggest several styles to show students their choices. Samples available in most of the references listed in materials section.

Students complete "How to Find Prospects" worksheet.

Read and review You and Your Job, Finding It, Keeping It, Getting It, Southwestern, chapters 1-7, p. 1-90.

Review or assign chapter 4 in What to Do After High School, by SRA - Library (good worksheet, page 34)

UNIT #6 JOB ORIENTATION

Review with class or as individuals the following free materials from the State Employment Service:

How to Prepare a Salable Resume - two page handout on how to prepare data sheets.
Finding a Good Job in the Want Ads - two page handout on how to read and respond properly to ads in the newspaper.

D.O.T. numbered Occupational Information Sheets - available on any occupations in the Dictionary of Occupational Titles list

How to Prepare Yourself for Job Interviews - short nine page handout

Series of four: Jobs for Which a 1. college education, 2. high school education, 3. apprenticeships, 4, junior college or training is usually required.

EDUCATIONAL OBJECTIVES:

The student will demonstrate his competency in job interviewing by participating in a role-playing situation.

The student will complete a sample employment test in the career area of his choice.

The student will demonstrate his ability to complete an application blank by submitting a completed sample application supplied by his instructor, filled out completely, in ink, within the length of one class period.

The student will demonstrate his understanding and knowledge of places to seek employment by listing on a sheet of paper, a minimum of five potential places of employment, available locally.

He will further demonstrate his job-seeking orientation by completing and typing in mailable form, a personal data sheet, not longer than two pages in length nor shorter than 3/4 page.

The student will demonstrate his understanding appropriate attire for a job interview by providing or wearing an acceptable outfit for an office job, to be presented on a scheduled day, should the instructor make the request.

UNIT #6 JOB ORIENTATION

MATERIALS:

What to do After High School, by Charles G. Spiegler, \$3.23, available through Science Research Associates, Inc., 259 East Erie Street, Chicago, Ill. 60611. Chapter 4, Getting a Job especially applicable to this unit.

Succeeding in the World of Work, chapters 2, 3, 4 by McKnight and McKnight publishers

Free materials from the Arizona State Employment Service.

Free materials, including How to Make the Most of Your Job Interview, from New York Life Insurance Company, home office in First National Bank Plaza, Phx.

A Career in the Modern Office Series: Book #4, Getting the Right Job, Available from Gregg Publishers

The Job You Want, by Andrews, published by Gregg.

Turner Career Guidance Series: Looking for a Job and Wanting a Job books No. 1 and 4, by Follett Educational Corporation, Chicago, published 1967

Search for Values self-awareness kit "Time" unit, available through Dimensions of Personality, Pflum/Standard, 38 West Fifth Street; Dayton, Ohio 45404. \$30 for entire kit--to be used in Unit #3 also.

You and Your Job, Finding It, Keeping It, Getting It., Southwestern Publishing Company, chapters, 1-7.

Clerical Office Procedures, case studies on pages listed in this unit. Published by Southwestern Publishing Co., by Meehan, Pasewark, Oliverio.

Free materials from Arizona State Employment Service including the following handouts and booklets: How to Prepare a Salable Resume, Finding a Good Job in the Want Ads, How to Prepare Yourself for Job Interviews, Occupational Informational sheets on D.O.T. titles, series: Jobs for Which-----Is Usually Required (complete list in Texas Manual: "School and Business Relationships", page 20-23)

Most of the suggestions for this unit are already incorporated into the activities portion of this unit.

MEDIA

District Film Library:
Applying for a Job
Aptitudes and Occupations
Finding the Right Job
Getting a Job

Personal Development transparency set from Southwestern Publishing, set \$180

UNIT #6 JOB ORIENTATION

Films available from Social Security Administration:

Samual and Social Security
Before the Day
Social Security in America
The Social Security Story

Modern Film:

Good Looks Here and Now
What's In It For Me

Association Films

No Hands but Yours

Central Maricopa Careers Project Films:

Getting a Job, World of Work cassette kit
12 cassettes (9 lesson tapes and 3 discussion tapes)

Job Hunting: Where to Begin Sound filmstrips and 10 and 12 min. records,
1972-73 release

Filmstrips

What you Should Know Before You Go to Work, 30-40 minutes, 1972, color
Your Job Interview, 30-40 minutes, 1972, color, \$35.00

Sound Filmstrips

Why Work at All?, 13-17 minutes, color, 1972, \$13.00

UNIT #6 JOB ORIENTATION

Case Studies taken from CLERICAL OFFICE PROCEDURES

#1

A friend is interested in moving to a large city and working in an office in the center of the city. She talks to you about going to the city with her. She says, "I know we can get jobs. We can wait until we get there to find work. Why worry ahead of time? We can find a place to live, and then we can begin to look for jobs."

What is your reaction to your friend's suggestion?

#2

Lynn Langwood answered an advertisement of a local company that was hiring office workers. In its advertisements the company stated that only applicants who had the required qualifications would receive a reply. Lynn Mailed her letter on Monday afternoon and did not receive a response by the end of the week. On Friday afternoon she called the personnel office and said, "I wrote your company a letter on Monday. I know that I have the qualifications needed for the positions you have open. I haven't heard from you. May I come in for an interview on Monday?"

What do you think of Lynn's manner of handling this situation?

How long would you estimate it would take to receive a reply by mail?

What factors have to be considered in making this estimation?

Would you have called the company after a reasonable period of time? Why or why not?

#3

Brad Collins was a new bookkeeping clerk in a large accounting office. One day, shortly after he began working, a fellow clerk told him, "I've been noticing you. You work too hard. Why are you killing yourself on this job?"

#4 Taken from Business Behavior, p. 235

A wholesaler of carpenters' tools has a vacancy in the sales department. Mr. Patterson, Director of Sales Personnel, calls the local college and asks that interested young men submit letters of application and a data sheet. When the letters arrive, he narrows them down to two, one from Charles Pitman and one from Joe Anderson. The letter from Charles contains the following as part of the third paragraph: "I am confident that I can sell tools because I am prepared to sell. I get along well with people. I believe that I can sell the tools because I have always been interested in selling. As I am going to be married soon, I am interested in a permanent job."

In the third paragraph of Joe's letter are these statements: "I like to make bookcases and do odd jobs around our house. When you have a hobby like carpentering, you appreciate the value of Camp's forged steel tools. Although I have not sold tools, I have been a clerk in a drugstore, where I learned the techniques of selling firsthand."

Which young man do you think Mr. Patterson will hire? Why?

Why is it better to speak of specific facts than to make general statements when applying for a job? Is approaching matrimony a good selling point? Why or why not?

UNIT #6 JOB ORIENTATION

#5

Taken from Business Behavior, p. 260

Karen Williams is about to graduate from the junior college in her town and has begun her job-finding campaign. On Tuesday morning she mails ten application letters with data sheets enclosed to the leading firms in the area. On Thursday there is one reply. The office manager of Stewart Electronics, Inc. asks her to call for an appointment for an interview. Karen calls and is told to come the following Monday. When Karen arrives, she is told that Mr. McKay has been called out of town for a week. Karen asks if there is someone else she can see, but the receptionist answers that no one else in the firm can hire office workers. Greatly discouraged, Karen goes back to her typewriter and sends out ten more application letters.

If you were Karen, what would you have done in this situation?

Which would you consider the most effective follow-up in this case, a letter, a telephone call, or a personal call at the office the following week? Why?

Why should Karen take the initiative, even though she did not break the appointment?

What attitude should Karen take when she sees Mr. McKay? Why?

Why is it inappropriate for Karen to show any resentment because of the broken appointment?

#6

Dale Downey and Joe Packard are good friends. Both have finished school and are ready to look for work. Both are good typists and both have studied accounting for two years. Joe feels that opportunities are limited in his town and is thinking of moving to a large city if he doesn't hear of an opening soon. Dale has no money to keep himself in a larger city and decides he will have to find something on his own. Consequently, he maps out a campaign. At the office of the local Chamber of Commerce he gets a list of all of the business firms in his town that employ more than two hundred office workers. Dividing the list into geographical areas, he visits ten firms a day. At each firm he either speaks to the office manager or makes an appointment to do so later. At the end of a week, Dale has had five offers of employment.

In what ways are getting a job and selling a product from door-to-door similar?

A rule of selling is to see as many people as you can. How does this apply to finding a job?

It is not easy to be given a refusal. What attitude can a job applicant take toward a refusal that will help lessen its sting?

Are there other job sources Dale did not cover?

SAMPLE RESUME

ARDEN JOHNSON

1642 Holloway Avenue
San Francisco, California 94132

Telephone: 460-1761

Personal Married 5'11" 170 Pounds 26 Years Old

Professional

Objective Retail Sales Manager, Ultimate goal--manager of major retail outlet for large National chain.

Education B.A., 1964, San Francisco State University
Major: Marketing
Special emphasis on Retail Sales and Merchandising; considerable work in Accounting and Data Processing.

Military Service United States Naval Air Force, 1960 to 1962
Hydraulic Specialist
After graduation from high school, enlisted in the service. Spent most of the time in Europe working as a hydraulic specialist on light bombers.
...Present Draft Status - 1C (Reserve)

Experience 1966 to Present HARTMANS, INC., San Jose, California
Assistant Manager. In charge of all advertising and copy layout for this large department store. Work closely with all buyers in planning sales campaigns. Materially assist Manager in working out modernization plans for basement floor. Have taken two trips to Dallas, Texas, to assist in selection of men's wear as well as of shoes. This is excellent experience, but I wish to become affiliated with a large chain company.

1964 to 1966 J. C. WHITE & COMPANY, San Jose, Watsonville, California
Retail Shoe Sales. Started as clerk in San Jose store. After six months, moved to Watsonville outlet as Assistant Manager. Responsible for all display work, newspaper advertising, and sales promotion. The store had an annual volume of \$250,000.

Summer Work Earned 50% of total college expenses selling vacuum cleaners and cooking ware on commission for four summers.

Background Brought up in San Francisco and Peninsula area. Active in community affairs such as San Francisco Junior Chamber of Commerce and active alumnus of San Francisco State University. Member of social fraternity. Wife is a Dental Lab Technician. No children. Have traveled extensively throughout the Western part of the United States.

Interests Primarily interested in hiking--outdoor activities and conservation societies, e.g. Sierra Club, Save the Redwoods Foundation.

References References will be furnished upon request.

ROLE PLAYING EXERCISE FOR STUDENT AND TEACHER
FOR JOB ORIENTATION UNIT--JEMS

97

INSTRUCTIONS: Using the following roles suggested, or others you might choose, select anywhere from 2 to 8 students to participate in a role-playing experience. The instructor, a class visitor or another pupil may play the part of the interviewer. Do not give the "roles" to the class as a whole--you might instead have the class try to guess the assigned role of each interviewee. Students should enter one by one and should answer questions put to him or her as if they were actually being interviewed. Answers should be as nearly realistic as possible, but with students playing the assigned "parts" as they interpret them. Class discussion might follow each, or perhaps a written job interview rating sheet, used by DECA in competition might be secured for this purpose.

CUT APART ON LINES

You should play the part
of the too-aggressive
interviewee.

Play the part of the very-
shy applicant.

Play the part of the person
who talks too softly--"the
whisperer"

Play the part of the person who
is not prepared enough for the
interview.

Play the part of the person who
fidgets and squirms during
the interview.

Play the part of the person who
looks at his shoes, etc. and
won't maintain eye contact with
the interviewer.

Play the part of the person
who uses incorrect grammar and
slang expressions in his speech
during the interview.

Play the part of the "gum chewer"
who uses one-word and one-syllable
answers (un-huh, ok, yup,) during
the interview.

UNIT #6 JOB ORIENTATION

THE JOBSEEKER

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Employment Service Company

April 1973

If you are currently looking for work, a visit to the nearest Employment Service office of the Arizona Department of Economic Security may prove beneficial. There you will find a current listing of all job orders placed in the Job Bank system by employers. The orders are listed in alphabetical order by job title. Also listed is information about the opening--such as type of work, salary, days and hours of work, place of employment, and the requirements. The following is a list of all Employment Service offices in Maricopa County:

Avondale	327 E. Main
Buckeye	420-1/2 Monroe
El Mirage	11727 Grand Avenue
Glendale	5235 W. Glendale Ave.
Chandler	91 W. Boston
Mesa	15 S. Morris St.
Scottsdale	7216 Shoeman Lane
Central Phoenix	438 W. Adams
East Phoenix	1924 E. University
North Phoenix	207 E. McDowell Road
South First Street	606 S. First Street
South Phoenix	4732 S. Central Ave.
South 7th Avenue	1250 S. 7th Ave.
Sunnyslope	9801 N. Seventh St.
Tempe	601 S. Mill Avenue

OPPORTUNITIES IN TODAY'S ARMY

The old adage of "Earn While You Learn" was never truer than the opportunities offered in Today's Army.

Young men and women with high school diplomas can choose schooling or on-the-job training in L-E-A-R-N, Law Enforcement, Electronics, Administration, Radio, and Nike Missiles. As the leader in the testing field, Army will test for qualification, mentally, physically and morally, and then give a written Guarantee for the training you choose. Those qualified can couple their choice, with the "Buddy System", the "Delayed Entry Program", and/or area or unit of choice. Plus a starting salary of \$307. a month.

The Buddy System allows enlistment with a friend or friends with the guarantee of remaining together during basic training. The Delayed Entry Program allows the young man or woman the opportunity to delay active duty for up to 180 days after qualification. Area or unit of choice lets the new soldier pick the place in the United States or overseas he wishes to serve in.

Locations of the nearest Army recruiting stations are listed under U.S. Government (U.S. Army) in the telephone book.

UNIT #6 JOB ORIENTATION
SUMMER JOBS FOR STUDENTS

If you are one of the thousands of young people who will be looking for work this summer, the following information may prove helpful.

LEGAL RESTRICTIONS - For general employment, 16 is the minimum age in Arizona, although in some circumstances, 14- and 15-year-olds may be hired. A Social Security card is required before wages can be received. This card may be obtained quickly from a Social Security office.

FINDING A JOB - If you are not sure of how to go about looking for employment, contact your school counselor. Counselors usually know about the kinds of jobs available in the community and how to get them. Read the newspaper want ads daily. They are an excellent source of job information. You may also ask your working friends if they know of available jobs. State employment service offices are another place to job hunt. To use the employment service, go to the nearest office and view their job listings and if you desire, discuss your needs with one of their representatives. In the Phoenix area, there are 15 employment service offices. If you seek a job away from home, contact the Chamber of Commerce in a resort area or visit local chapters of the YMCA, YWCA, or other organizations sponsoring summer camps that may need camp personnel.

A RESUME - A helpful tool to have when looking for work is a resume. It should include your: name, address, and telephone numbers; height, weight, age and health; when available for work; kind of job desired and acceptable wage; and work experience including positions, description of duties, dates, addresses, supervisors, and reasons for leaving. Other information should include education, hobbies, special interests, and talents, and three references.

MEETING THE EMPLOYER - Most employers require an interview before hiring an applicant, and they usually base their decision on this meeting. Therefore, put your "best foot forward". Answer questions honestly and courteously and adhere to the following:

DO

Have an appointment.
Arrive on time.
Have a positive attitude.
Understand terms of employment.
Have a date in mind when you are available for work.
Be alert for signs that the interview is over and leave promptly.

DON'T

Bring friends or relatives to the interview.
Show reluctance to take employment tests.
Be vague with answers.
Be sloppy in dress or posture, or behavior.
Try to pressure the interviewer.

Before the interview, you will probably be required to fill out a job application. Applications should be filled out neatly and all questions answered.

When you are offered a job, the employer will probably expect you to work for a specified length of time. Remember that by living up to your part of the bargain you not only improve your chances of getting the same job next summer, but you acquire a job reference for future employment.

UNIT #6 JOB ORIENTATION

Complete the following review of the four fundamental operations in 15 minutes.
If time permits, check the accuracy of your answers.

ADD

1	2	3	4	5
\$.36	\$4.38	\$5.02	\$34.76	\$355.50
.84	.29	7.40	6.43	25.00
.75	6.04	3.12	67.32	8.40
.23	.89	8.02	8.26	20.00
.31		9.15	55.04	404.80
	5.46		4.80	5.06
.43	.70	7.84		
.72	.64	9.45	43.22	202.12
.88	2.13	2.03	5.04	10.20
.22		1.37	58.43	106.70
<u>.63</u>	7.24	4.72	7.82	60.30
	.85		40.26	9.35
\$ <u> </u>	6.60	8.26	2.23	4.92
	<u>.27</u>	7.03		
		5.86	50.05	39.75
	\$ <u> </u>	9.24	4.95	300.20
		<u>2.80</u>	9.80	62.07
			45.08	58.21
		\$ <u> </u>	4.32	4.35
			<u>22.30</u>	<u>170.07</u>
			\$ <u> </u>	\$ <u> </u>

SUBTRACT

6. \$758.36	7. \$805.35	8. \$874.04
<u>-431.57</u>	<u>-208.27</u>	<u>-188.11</u>
\$ <u> </u>	\$ <u> </u>	\$ <u> </u>

MULTIPLY

9. 79	10. 307	11. 32.75
<u>x45</u>	<u>x244</u>	<u>x5.50</u>
<u> </u>	<u> </u>	<u> </u>

DIVIDE

12. 13,824 ÷ 24 = <u> </u>	14. 31,824 ÷ 48 = <u> </u>
13. 12,384 ÷ 36 = <u> </u>	15. 35,434 ÷ 56 = <u> </u>

NAME DATE

UNIT #6 JOB ORIENTATION

EMPLOYMENT TEST

Please do all figuring on this sheet.

Name _____ Date _____ Arith. Score _____
 Word Score _____

PART 1 - ARITHMETIC

Possible
Points Actual
Points

- | | | | | | |
|--|--------------------|----------------------------|--------------------------------------|-----|-------|
| (1) <u>Add:</u>
(5 points for each
correct answer) | \$.29
.58 | 1/2
1/4
<u>1 3/4</u> | \$1.23
.58
2.29
<u>3.16</u> | 15 | _____ |
| (2) <u>Subtract:</u>
(5 points for each
correct answer) | \$.96
.34 | 5 3/8
<u>2 1/8</u> | \$26.49
<u>18.56</u> | 15 | _____ |
| (3) <u>Multiply:</u>
(5 points for each
correct answer) | \$1.98
<u>3</u> | \$1.15
<u>12</u> | 28,800 pieces
<u>.29</u> | 15 | _____ |
| (4) <u>Divide:</u>
(5 points for each
correct answer) | 8 /1152 | 11 /352 | 15 /540 | 15 | _____ |
| (5) a. How many inches in 2/3 of a yard? _____ (5 Pts.)
b. How many ounces in 1/2 pound? _____ (5 Pts.)
c. How many pencils are there in 2 gross? _____ (5 Pts.) | | | | 15 | _____ |
| (6) At 39¢ a pound, how many ounces of candy do you sell for 10¢? _____ 5 | | | | | _____ |
| (7) If a customer buys 4 1/2 yards of Dress goods @ 49¢, the
cost is _____ | | | | 5 | _____ |
| (8) If a customer buys 2 pairs of curtains @ 59¢ a pair and 4
pairs of curtains @ 89¢ a pair, the total amount of the
sale is _____ | | | | 10 | _____ |
| (9) How much do you charge for 2/3 yard of lace @ 39¢ a yard?
_____ | | | | 5 | _____ |
| TOTAL POINTS | | | | 100 | |

UNIT #6 JOB ORIENTATION

Employment Test - Part II - Words

This is a comparison of words. Study each pair of words given below. If the two words in the pair seem the SAME, write S on the line opposite that pair of words. If the two words mean the OPPOSITE, write O on the line. Here are two samples:

large - big	<u> S </u>
high - low	<u> O </u>

		Possible points	Actual points
1. dark - light	<u> </u>	4	<u> </u>
2. Middle - center	<u> </u>	4	<u> </u>
3. hot - cold	<u> </u>	4	<u> </u>
4. happy - jolly	<u> </u>	4	<u> </u>
5. east - west	<u> </u>	4	<u> </u>
6. lean - fat	<u> </u>	4	<u> </u>
7. jump - leap	<u> </u>	4	<u> </u>
8. blunt - sharp	<u> </u>	4	<u> </u>
9. donate - give	<u> </u>	4	<u> </u>
10. creep - crawl	<u> </u>	4	<u> </u>
11. profit - loss	<u> </u>	4	<u> </u>
12. neat - orderly	<u> </u>	4	<u> </u>
13. flat - level	<u> </u>	4	<u> </u>
14. ease - discomfort	<u> </u>	4	<u> </u>
15. permit - forbid	<u> </u>	4	<u> </u>
16. feminine - masculine	<u> </u>	4	<u> </u>
17. exercise - inactivity	<u> </u>	4	<u> </u>
18. fiction - truth	<u> </u>	4	<u> </u>
19. defect - blemish	<u> </u>	4	<u> </u>
20. food - nourishment	<u> </u>	4	<u> </u>

UNIT #6 JOB ORIENTATION

Part II - Words, Cont.

21. courteous - polite	_____	4	_____
22. empty - full	_____	4	_____
23. finish - complete	_____	4	_____
24. eager - indifferent	_____	4	_____
25. lead - guide	_____	4	_____

TOTAL POINTS 100

UNIT #6 JOB ORIENTATION

PERSONAL INVENTORY

Directions: Listed below are ten characteristics commonly associated with different types of people. Read the list carefully and choose the one item you would most like to have. Place number 1 in front of that item to show it is your first choice. Then place the numbers 2 and 3 in front of your second and third choices. Add any characteristics you wish to list.

- _____ A. To be full of fun, have a good sense of humor, be entertaining.
- _____ B. To be brilliant, intelligent, and quick witted—a whiz at solving problems of all kinds, in school and life.
- _____ C. To be a fighter, a strong person, whom everyone respects. To be superior and powerful, free from the need to consider how others will react to what I do, to run my own life.
- _____ D. To be attractive in appearance, to be handsome and well-dressed, to feel the satisfaction of always looking "like a million".
- _____ E. To be energetic, full of strength and vitality, enthusiastic, rarely tired or draggy, always the center of activity.
- _____ F. To be independent, be able to do what I want to do, lose my temper, go where I please, eat what I want, have what ever fun pleases me.
- _____ G. To be contented, serene, and poised, to be regular, settled and always clear about what I want to do.
- _____ H. To be sympathetic, help people who are in trouble, to be thoughtful and friendly toward those who are unhappy, because they are left out of things, to have understanding heart and to be sensitive to the feelings of others, their sorrows, and joys.
- _____ I. To be unusual or exceptional, a person whom others consider interesting, unconventional, imaginative, one whom others notice, one who is different, who stands out from the rest of the crowd.
- _____ J. To be a good sport, to carry over the ideas of good sportsman into life, to learn how to face difficulties without losing hope and to stick at hard tasks.

After you have finished the inventory, write in several paragraphs your ideal self, the kind of person you would like to become. Are these ideals the result of admiration (dislike) of certain people? Who are these people and how have they been influential?

UNIT #6 JOB ORIENTATION

SALESCLERK TEST

Name _____

Date _____

DIRECTIONS

This test will show how well and how quickly you can think. First read each question through carefully, and then work it out as fast as you can without being careless. Do exactly what the directions tell you to do. Remember that both speed and accuracy count. When you finish one question, go right ahead with the next. Do not ask further instructions, but do the best you can.

1. Draw a line through a "t" in factory.
2. Make two crosses under the shortest word in this sentence.
3. "In this sentence there are precisely forty-eight letters." If one particular word had been omitted, the number of letters would have been forty. Find that word and draw a line under it.
4. Put a circle around the fourth figure to the left of 2, and a line under the second figure to the right of 5.

7 8 9 5 8 3 1 6 2 0 9 7 4

5. Draw a line around each of the following words in which an "e" follows directly after the letter "p" or the letter "g".

raffle, describe, perchance, forget, effect, pigeon, compensate

6. If 7 is more than 5, then put a line through number 6 unless 6 is more than 8, in which case draw a line under the number 7.

1 2 3 4 5 6 7 8 9

7. Read the following salutations. Mark an "X" before the one which you think is the best for store use.

- () What will you have?
- () May I serve you, please?
- () Lady, can I help you?
- () May I show you something, madam?

8. Suppose you were busy waiting on one customer and another one came to your counter. Mark an "X" opposite the way you would go about it to hold both customers.

- () Rush your dealings with the first customer as fast as possible so as to be free for the second one.
- () Excuse yourself to the first customer and wait on the second one.

UNIT #6 JOB ORIENTATION

Sales Clerk Test, Cont.

() Give the second one a friendly nod and tell her you will be with her in a moment.

() Wait on them both at the same time.

9. A poorly dressed customer who has just walked into the store says: "I just want to look around" and continues to walk further into the store. Mark an "X" showing what you would do in a situation like this.

() Call the manager's attention to the fact that she may be a shoplifter.

() Go with her about the store trying to interest her in a sale.

() Tell her she is welcome, but the store expects her to buy something.

() Tell her to go right ahead - that we are glad to have her look around, and indicate some specials.

10. If a customer called you down in abusive language, unjustly accusing you of not giving her prompt service, indicate with an "X" below what you would do.

() Apologize, asking her not to say anything about it.

() Tell her you were doing all that could be expected.

() Send for the manager, telling the customer the management will be glad to hear her complaint.

() Wait on her in silence.

In the questions below you must think about coins. Here is a sample with the right answer filled in. What three coins add up to 55¢?

_____ Halves 2 Quarters _____ Dimes 1 Nickels _____ Cents

11. What three coins add up to 85¢?

_____ Halves _____ Quarters _____ Dimes _____ Nickels _____ Cents

12. What six coins add up to 73¢?

_____ Halves _____ Quarters _____ Dimes _____ Nickels _____ Cents

13. What seven coins add up to 37¢?

_____ Halves _____ Quarters _____ Dimes _____ Nickels _____ Cents

14. What nine coins add up to 93¢?

_____ Halves _____ Quarters _____ Dimes _____ Nickels _____ Cents

In the spaces below, show how much you would charge for the following goods:

15. 3 yds elastic @ 2 yds for 5¢

Answer _____

3 pr hose @ 69¢ pr

Answer _____

16. 1 and 3/4 doz pencils @ 2/5¢

Answer _____

1/2 doz pr sox - 2 pr/35¢

Answer _____

17. Add the following column of figures:

495

367

848

286

679

UNIT #6 JOB ORIENTATION

18. Perform the following subtraction:

$$\begin{array}{r} 1850290 \\ - 641882 \\ \hline \end{array}$$

Answer: _____

19. A clerk, dividing oilcloth into yard lengths, found that she cut off one yard per minute. The oilcloth was 60 feet in length. How long did it take her to cut up the whole length?

Answer: _____ minutes

20. What is the difference in numbers between six gross and six dozen?

Answer: _____

UNIT #6 JOB ORIENTATION

P.E.P. #21-1*

Discovering Your Opportunities

Subject: How to Find Job
OpportunitiesType of Project: Individual
 Team
 GroupACTIVITIES/EXPERIENCES:

Have groups of three or four students make up a list similar to form #21-1a. After the small group work is completed, combine the new ideas from each group and have the list duplicated. Have the students fill in the names in the space provided. This should provide a lot of employment possibilities for each class member.

LEARNING OUTCOMES:

How to find employment possibilities.

Subject may be used with Section 5, Unit 21 of A First Look at Distribution (1966) or "Orientation and Job Placement" of Course Outline for Cooperative D.E., (1964).

UNIT #6 JOB ORIENTATION

HOW TO FIND PROSPECTSWhom do you knowFill in

from your old job

from school

because of your favorite sports or hobbies

from your church

from civic activities

because you lived in other neighborhoods

who sold you your car

who sells you gas, tires

through your personal friends

from Lodge or Club

who sells you meat

who sells you groceries

who fixes your watch

who sells you suits

who sells you shoes

who sold you your dog

who sells you school supplies

who's on your election board

who runs your delicatessen

who manages the theater

who tends your dog when sick

who appraises real estate

who sells used cars

who is your physician

who is your dentist

UNIT #6 JOB ORIENTATION

who is your druggist

who's your brother's or sister's scoutmaster

who sold you your musical instrument

who gives you your music lessons

who sold you your refrigerator

who is your nurse

who is your lawyer

who owns the hotel nearest you

who made your latest photograph

who edits the paper

who heads the PTA

who is your best friend

who owns the dairy

who sold you your furniture

who does your dry cleaning

who sold you your glasses

who is your florist

who is the fire chief

who is on the police force

who heads the Lions Club - Kiwanis

who manages the 5 & 10¢ store

who insulated your house

who sold you your fence

who owns your lumber yard

who serves you lunch

who cuts your hair

who bought that new house in your neighborhood

UNIT #6 JOB ORIENTATION

who plays the organ in your church

who is the principal of your high school

who sharpens your lawn mower

who hung your venetian blinds

who services oil burners

who does your plumbing

who screened your windows

who reupholstered your chair

who heads your bank

who repairs your radio

who owns the bowling alley

who owns the hardware store

who sells radio advertising

who lives next door to you

who was the groom at the last wedding you saw

who sells fishing tackle

• **TRIP**

FORMS



• **TABULATION**

UNIT #7 TYPING BUSINESS FORMS AND TABULATIONS

ACTIVITIES:

1. Explain and review the methods of typing a tabulated problem, including vertical centering, headings, columnar titles, spacing and setting tabs.
2. Assign the tabulation problems from the second semester section of an approved textbook to be due at a set future date (approximately two weeks)

From the latest Gregg book, it is suggested that you use problems from Part 7, Lessons 151-154, Part 8 (Lessons 171-174 & 180-182).

From the latest Southwestern book, it is suggested that you use problems from Unit 17 (Lessons 106-115) pp. 162-177.

3. Assign business forms after adequate explanation, and make due at a set future date. It will take about two weeks of class time to complete. It is suggested that a typewritten sheet of additional instructions be furnished the students along with all the necessary forms, which the teacher has previously duplicated or prepared.

From Part 7 (Lessons 165-167), Part 9 (Lessons 196-198, 204-206).

From the latest Southwestern book, it is suggested that you use the problems from Unit 20 (Lessons 126-132) Special Office Applications, pp. 194-205.

EDUCATIONAL OBJECTIVES:

1. The students will be able to demonstrate that he has the ability to type a table with or without column headings from print copy that requires his setting up the problem completely.
2. The student will be able to apply his typing ability to special office applications and complete with 75% accuracy in two weeks with minimum of waste motion and time.

MATERIALS AND MEDIA:

Typing 300, fifth edition, Volume 1: General Course, Gregg division, McGraw-Hill Book Company

Century 21 Typewriting, Southwestern Publishing Co.

Films: Typing Skills: Daily Job Techniques, PUHS District Film Library

Instructions for teaching Lesson 126-132 attached.

UNIT #7 TYPING FORMS & TABULATION**SUGGESTIONS:**

It is suggested that the teacher set the due date for the complete business forms or office application project sometime during the tenth unit of study. During the tenth unit students will be doing one of three things: working on the 10-key machine, typing a manuscript that will be assigned during the unit, or finishing the second project of Unit #7.

UNIT #7 TYPING BUSINESS FORMS AND TABULATIONS

SPECIAL OFFICE APPLICATIONS
Lessons 126-132General Directions

1. Put your name and problem number on every problem.
2. All carbons are to be made on plain paper. The forms are to be used for originals only.
3. Turn in your work as you complete problems each day.
4. The project will start on _____. It must be completed by _____. There will be no exceptions. If you are absent or running behind, you must come in after school so that you finish before the completion date.
5. No additional forms will be given out, so take care of the ones you are given. Erase carefully, as the paper does not take well to erasing. Anyone found taking forms from another folder or tray will receive an "F". To insure that your forms will not be appropriated by someone else, you may wish to put your name on them.
6. The project will be graded as follows:

0 errors -	1
1 error -	2
2 errors -	3
3 errors -	4
4 errors -	F

You will be given a separate grade on several of the problems according to the above scale. The grades will then be averaged to attain your final grade for the project. Every person is expected to finish. Each student will have a check sheet to mark completion of problems and his grades.

Problem Directions

Problem 1 - Do not do this problem.

Problem 2 - Follow book directions. Have teacher check off on your check sheet.

Problem 3 - Follow book directions. Have teacher check off on your check sheet.

Problem 4 - Use four cards and first four names. Hand in to teacher.

Problem 5 - Follow book directions. Type two postal cards to first two names.

Problem 6 - Follow book directions; however, type only to first twelve names.

Firms on page 177

Study information for typing envelopes.

Problem 7 - Type only six large envelopes to the first six names on your mailing list.

Problem 8 - Type six small envelopes to the last six names on your mailing list.

Problem 9 - Follow directions in the book.

Problem 10 - Do not do this problem.

Problem 11 - Follow book directions. Margins and tabs (indicated at the

UNIT #7 TYPING BUSINESS FORMS AND TABULATIONS

bottom) should be set so that the material will be centered inside the vertical lines. Start the problem one double space below the columnar heading. Heading information at the top right should all start at the same point as shown in the book. Do not fold the problem for an envelope.

Problem 12 - Follow book directions; however, use only one carbon copy.

Problem 13 & 14 - Follow book directions. Material in column should be centered. Do not sign any one's name in the blank for the treasurer's signature.

Problem 15 - Do not do this problem.

Problem 16 - Read this problem only. All of the material given correlates with what you have learned about business letters.

Problem 17 - Type the letter to the first address on your mailing list. Use one inch side margins and one inch between the date and letter address.

Problem 18 - You will need two half sheets with vertical letterheads and two half sheets with horizontal letterheads, four yellow half sheets, carbon paper (half sheet), and four No. 6 (small) envelopes.

Read the instructions carefully. Take special note of the closing. It has a complimentary close immediately followed by a title. The man's name is part of the reference initials.

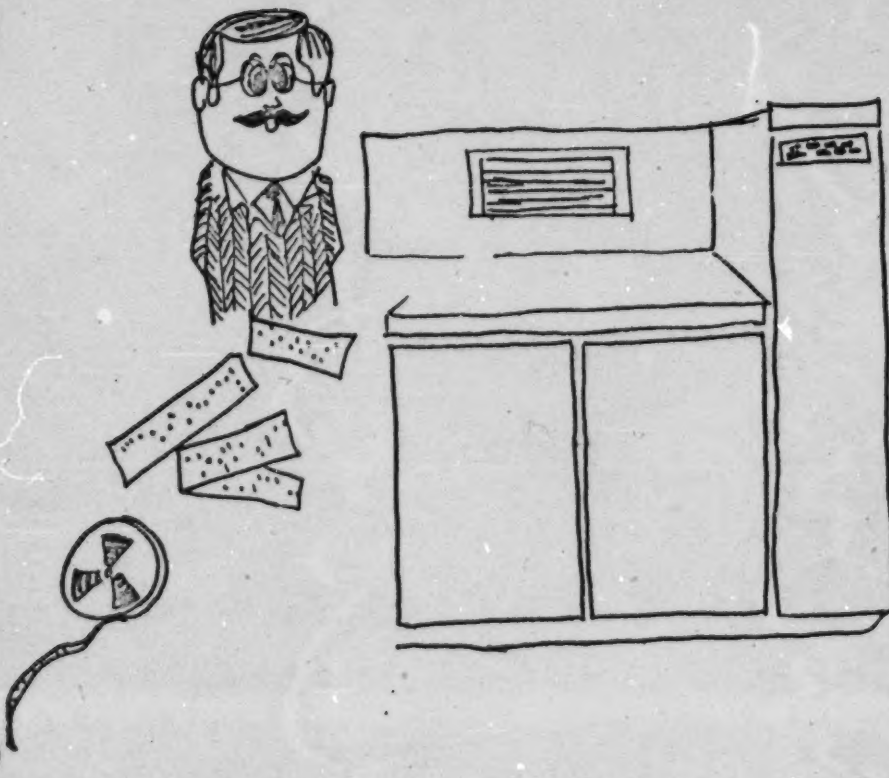
Use the following return address:

Mr. R. J. Rogers, Executive Secretary
Youth Work Experience Program
28 East 33 Street
New York, NY 10019

Problem 19 - Do not do this problem.

DATA

PROCESSING



UNIT #8 DATA PROCESSING

ACTIVITIES:

1. Pre-test students on data processing from the pre-test provided in the booklet, You Are a Data Processor.
2. Study unit on Data Processing from the booklet, You Are a Data Processor, as the teacher decides it should be taught. Students can proceed on their own if the teacher decides.
3. Complete Special Projects 3, 4 & 5 in the back of the booklet, You Are a Data Processor. Do not have students write in the booklet, they may use plain paper, the typewriter, and punched cards. Stress the vocabulary.
4. Study binary numbers and learn to add and subtract with them from a resource material, such as the booklet, You and the Computer, by General Electric or the NCR booklet #2, What is Binary Arithmetic?
5. Test students' understanding of computer language and ability to work binary arithmetic problems with a test similar to one that is included.
6. Study the symbols used in preparing a program and flow chart a significant part of their life such as getting up in the morning--see example.
7. Learn the Hollerith Code. Practice using punched cards in a variety of ways. Let the students go to the machines class and punch their own names on cards with the help of the machines' students.

Reproduce copies of punched cards for your students. You may want to have your students experiment with setting up various data fields on the cards, and you may want them to have added drill in "punching" data by blocking in the punches with their pencils.

8. Select simple, basic theory films on data processing. Honeywell will provide two films for classroom use:

The ABCs of Computers
You & the Computer

9. Plan a field trip. Three local centers for data processing are suggested as possibilities. They are: The Honeywell Corporation
The Valley National Bank
The Arizona Bank
10. Invite speakers to your class. An excellent suggestion is Mr. Andy Hertneky of the Honeywell Corporation.

UNIT #8 DATA PROCESSING

11. Use the State Employment Office's pamphlets on careers in Data Processing. Some careers to consider are:
 - a. Data entry operators (key punch operators)
 - b. Computer operators
 - c. Programmers
 - d. Systems Analyst
 - e. Production Control Clerks
 - f. Repairmen
12. Allow students with definite career interest in data processing to study from programmed booklet, Business Data Processing, from the Gregg Division.
13. Collect cartoons dealing with data processing topics. They may be added to a class bulletin board and mounted into a class scrapbook.

Unit #8, Data Processing

OBJECTIVES:

The student will demonstrate his ability to understand and recognize basic Data Processing terminology by passing an objective test, containing 25 items with 80% accuracy during one assigned class period.

Give five illustrations of data processing equipment; the student will demonstrate his ability to recognize two basic units of data processing--the sorter and computer--with 100% accuracy.

The student will demonstrate his understanding of the four steps of data processing--manual, mechanical, punched card and electronic--by listing these on a test in written form upon such a request by the instructor.

The student will demonstrate his understanding of data entry and computer language by correctly recording his name on a unit record punched card in the period of 10 minutes.

The student will demonstrate his understanding of binary arithmetic by completing accurately 8 of 10 binary arithmetic problems in 15 minutes.

MATERIALS AND MEDIA:

Booklets: You are a Data Processor, Merle W. Wood, South-Western Publishing Co.

Computers, People & Data, Merle W. Wood, Southwestern Publ. Co.

Business Data Processing, Gilbert Kahn, Gregg Division

Introduction to Data Processing, Haskins & Sells

You and the Computer, a student guide by General Electric

NCR Electronic Data Processing Written for the Layman (all three booklets)

Films: The ABCs of Computers

You & the Computer

Data Processing: Introductory Principles (15 min. ASU.)

How to Automate a Hamburger, Modern Computer Revolution, Dist.

Pamphlets: Various pamphlets that pertain to careers in data processing careers from the State Employment Office.

Speaker: Mr. Andy Hertneky of the Honeywell Corporation
(938-1386 Home phone)

Material prepared by Mr. Bruce Moore, Carl Hayden High School, for teacher usage or student handouts.

SUGGESTIONS:

For extra activity, the students might list the automate equipment used in the school. Also, they might list the name and number of automated notices received in their home in one month.

It is suggested that advanced students or students with a data processing career interest study the booklet, Business Data Processing.

Material prepared by Mr. Bruce Moore

GLOSSARY OF TERMS

BINARY - A characteristic of property involving a selection, choice or condition in which there are but two possible alternatives, e.g., On or Off, Zero or One.

Card - A rectangular piece of thin but bend resistant material used as a medium for storage of information. One type of card is 7 and 3/8 inches long by 3 and 1/4 inches wide and contains 80 columns in each of which any one of 12 positions may be punched. Another type of card is the same size, but it contains 90 columns of information. 45 characters are represented on the upper half of the card and 45 more characters are represented on the lower half.

CODE (NOUN) - A system of symbols representing rules for handling the flow or processing of information. Instructions.

COMPILER - A program that when utilized by a computer acts upon a source program written in a pseudo-code and produces a machine language program. This program when processed on a computer will accomplish the problem defined by the source program.

COMPUTER - Any device capable of accepting information, applying prescribed processes to the information, and supplying the results of these processes; sometimes, more specifically, operations; sometimes, still more specifically, a stored program digital computer capable of performing sequences of internally stored instructions, as opposed to calculators on which the sequence is impressed manually (desk calculators) or from tape or cards (card programmed calculator).

CONTROL UNIT - That portion of the hardware of an automatic digital computer which directs the sequence of operations, interprets the coded instructions, and initiates the proper commands to the computer circuits to execute the instructions.

CORE, MAGNETIC - A magnetic material capable of assuming and remaining at one of two conditions of magnetization. Therefore, capable of providing storage, gating or switching functions. Pulsed or polarized by electric currents carried on wire.

DEBUG - To isolate and remove malfunctions from a computer or mistakes from a routine.

DIGIT - A single symbol or character representing a quantity.

315 - Each of the characters resulting when the twelve bits of a slab are treated as three four-bit groups giving three digits per slab.

DIGIT, BINARY - A whole number in the binary scale of notation, this digit may be only 0 (zero) or 1 (one). It may be equivalent to an "on" or an "off" condition, a "yes" or a "no," etc. The word "bit" is a contraction of binary digit.

FIELD - A set of one or more characters (not necessarily all lying on the same word) which is treated as a whole; a set of one or more columns on a punched card consistently used to record similar information.

FLOW CHART - A graphical representation of a sequence of operations, such as the flow of data during the execution of a program.

HARDWARE - The mechanical, magnetic, electronic and electrical devices or components of a computer.

INSTRUCTION - A set of characters which defines an operation together with one or more addresses (or no addresses) and which, as a unit, causes the computer to operate accordingly on the indicated quantities.

KEYPUNCH - A device to record information in cards by punching holes in the cards to represent letters, digits, and special characters.

MOVE - To transfer information from one part of memory to another.

NUMBER, BINARY - A numerical value written in the base-two system of notation.

PROGRAM - Series of instructions which when stored in and executed by a computer will provide the solution of a problem. A complete program includes plans for the transcription of data, coding from the computer and plans for the absorption of the results into the system.

PROGRAMMER - A person who prepares instruction sequences without necessarily converting them into the detailed codes.

PUNCH, CARD - A device which perforates or places holes in cards in specific locations designated by a program.

REGISTER - The hardware for storing one or more computer words. Registers are usually zero-access storage devices. Temporary storage used during the execution of instructions. May be part of or in addition to the memory.

SOFTWARE - The programs and printed material supplied by a computer manufacturer to a customer along with the actual equipment (hardware).

STORAGE - Any device into which units of information can be copied, which will hold this information, and from which the information can be obtained at a later time. Magnetic tape and disk are examples of permanent external storage. Computer memory and registers are examples of temporary internal storage.

SYSTEM - An assembly of components united by some form of regulated interaction; an organized whole.

Material prepared by Mr. Bruce Moore

A computer is in general terms, a group of interdependent units or devices all directed to perform a single function.

The program is the list of "instructions" which the computer need to follow in order to solve any given problem.

Five basic units or devices comprise any computing system: Input, Output, Memory, Arithmetic, and Control.

The memory unit is that device which is able to hold and retain all working data in instructions.

Source data is that information which originates from outside the system.

All these methods of storing information use the principle of electro-magnetism.

Magnetic tape contains seven horizontal levels or tracks divided into three groups: Numerical, Zone, and Check.

The third section - the check bits - is used primarily to insure accuracy in recording information. The total number of bits present in any one column should always be "even" in number.

The location number is referred to as the address.

The binary system places values on four positions and uses the sum of those positions for recording information.

HOW MODERN DATA PROCESSING CAME ABOUT

1 - "Data processing" is a term that has come into popular usage within the past ten years.

2 - While the term "data processing" may sound mysterious to you, there is nothing mysterious about it. Data processing means handling information. That is, data in information, and processing is handling that information.

3 - Data is processed everywhere. For example, when you fill out your schedule of classes for a new semester and turn it over to your counselor, you are processing data. In this case, the data (information) is a list of the classes in which you are enrolling, the names of the instructors, the hours of the classes, and so on.

4 - When a clerk in a department store fills out a sales slip for something you have bought, he is processing data. The data is a list of what you bought, the price, and so on. This information is very valuable to the manager of the store.

5 - Data is simply information that is useful in running our affairs more efficiently.

6 - The typical family handles many kinds of data-cash-register tapes from the supermarket, bank statements, insurance policies, installment contracts, and so on.

LANGUAGES

Languages are the means by which we communicate with people. In our daily contact with people, we presumably speak with words which both parties understand.

Communication with a machine is often a different matter. It is much like two people who speak different languages, trying to carry on a conversation. The usual result--no communication.

We like to communicate with other people in English, but English is not understood by the computer. This is the man-machine barrier that must be broken if man is to utilize the full capabilities of this willing but ignorant servant.

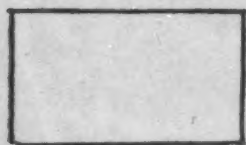
Computers function in a language which is termed a "Binary mode." A binary mode has only two states. These two states are represented by a 1 and a 0. Computer manufacturers build their computers around this binary concept, since a 1 for example can represent "on," while an 0 can represent "off." This simple on-off relationship enables the manufacturer to provide computer components such as switches, relays, etc., which can exist in only one of these states.

This oversimplification does not do justice to this complex area, but nonetheless, it does illustrate this communications gap between man and machine.

As a result, various "levels" of languages developed. With each development, new technology was necessary to bridge the gap.

Program: How to get up in the morning

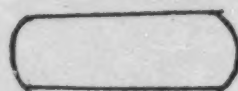
Symbols, we need to know:



Processing



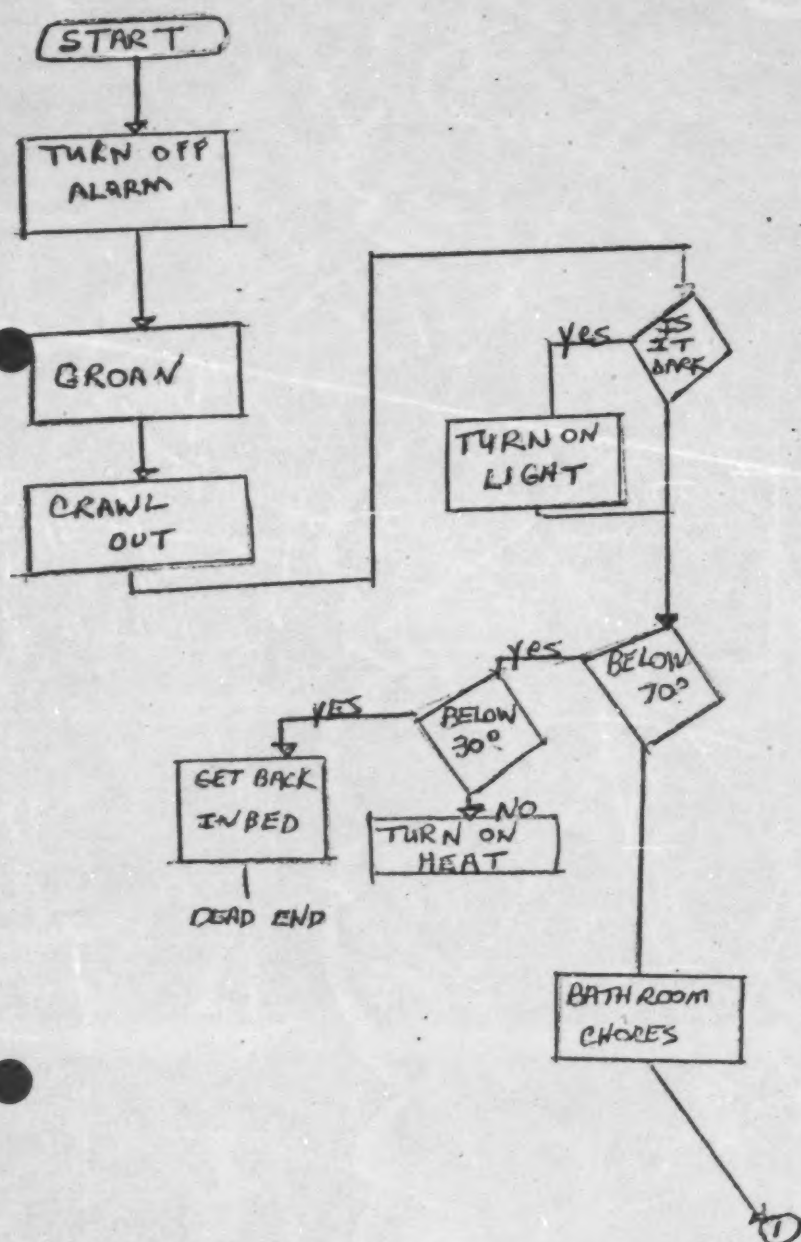
Decision

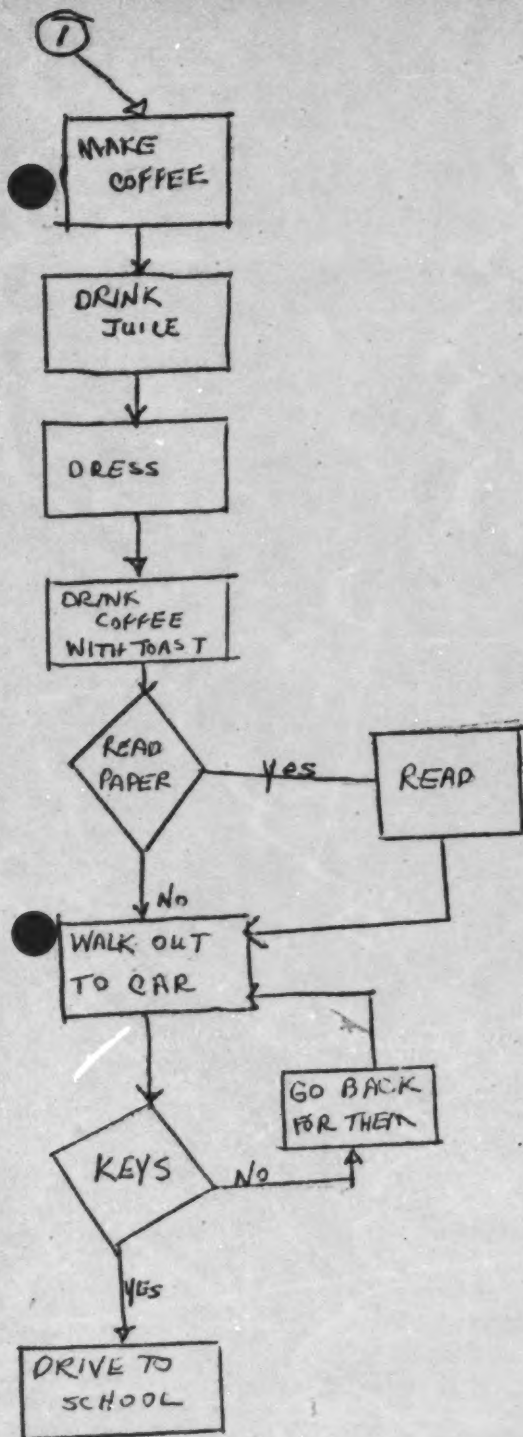


Terminal



Flow direction





MACHINE



MANUSCRIPTS
ARE

UNIT #9 MACHINE MATH & MANUSCRIPT TYPING

ACTIVITIES:

10-key--Review fingering fundamentals and addition. Teach subtraction, multiplication and division. (approximately 1 week per student)

Manuscript with footnotes

Complete tabulation and forms typing from unit #7

EDUCATIONAL OBJECTIVES:

The student will demonstrate his ability to subtract and multiply on the 10-key by: earning a certificate for business machines (total operation) or completing a 35 problem test in 30 minutes with 75 per cent accuracy.

The student will demonstrate his ability to follow proofreading directions, type footnotes, and complete a manuscript by typing a 5-6 page manuscript in acceptable form.

The student will demonstrate his ability to follow directions in typing tabulation and form typing problems by completing a series of tabulation and forms typing projects with typed instructions in correct form.

MATERIALS AND MEDIA:

Beginning Typewriting book

Machines book

Supplementary materials may be found in typing practice sets and other typewriting books.

SUGGESTIONS:

Allow each student approximately one week on the machine to progress as far as possible in types of application. Most of the students will not do division.

WHERE DO

YOU FIT?



UNIT #10 WHERE DO YOU FIT in the business scene?

ACTIVITIES:

- A. Before you can decide where you want to be in the business world you must understand what our business system is. This unit will familiarize you with the Free-Enterprise system, the way distribution works in our economy, the job opportunities that are available for you in a growing nation such as ours.
 1. How is our economic system set up?
 2. What do we mean by economics? Duplicate pages from Distribution, The University of Texas series, Division of Extension, Austin, Texas, pages 2-10; or any other text that describes Economics.
- B. Activity for Economics, page 11 and 12 in manual. Include the vocabulary words on page 13. Discuss on the board the meaning of all the words, page 13 of Texas Manual "Distribution".

- C. Scope of the Economy, Production, Distribution and Consumption defined. The teacher can use the outline in Texas Manual or any other source that explains these main ideas of distribution, pp. 14-37.

Vocabulary, page 44

Test "Scope of Our Economy"

Project, page 41 in PEPI (copy attached)

Puzzle, page 42 (copy attached)

- D. Marketing..Define: To get the right product to the right place, to the right person, in the right quantity, at the right price at the right time.

Marketing in Our Economy, is a Texas Manual, second year series.

The University of Texas, Division of Distributive Education

Pages 52-72, Unit IV

Chart on page 50 Above reference for bulletin board

- E. Investigate careers in the field of distribution.

Service occupations in 11 areas of marketing and distribution
Distributive Career series, "Distribution and Distributive Careers"
Granfield-Gold, Fairchild Publications, Inc.
"Working in a Service Industry", Granfield-Gold, Fairchild Publications
- F. Use class list of names in the community to collect statements from each one concerning their personal feelings about the importance of distribution in our economy. Have the class make a list of questions they would like to ask the businessman or woman. If you have a tele-lecture available in your school have the students set up the appointments for the call. If not available have the class write a letter to the person involved and send a return envelope. Keep this material and have the students give individual reports to the class on findings. From this material bring out the connection between the career aspect of the business and the economy of the community and state.

UNIT #10 WHERE DO YOU FIT?

P.E.P. #4-5*

Kinds of Distributive Businesses

Subject: Employment potential of
Distributive enterpriseType of Project: Individual
Team
GroupTechnique: ResearchACTIVITIES/EXPERIENCES:

Have students select any item that is grown, manufactured or processed in the area, and then trace it from its inception, through its processing and marketing to the ultimate consumer or user. Have them identify the number of jobs that are involved with just that one product. In similar manner, have other groups of students investigate other products or services.

Some schools have even been successful in arranging to take the students up for airplane flights over the area, and then have them mark work sites and type on area maps provided for the purpose. Arrangements for such flights may be made frequently without charge with local airline offices or with the Civil Aeronautics authorities.

Where an actual physical survey of some nature is impossible, this project may be modified by having groups of students check out various classifications of business or industry in the yellow pages of the telephone directory and then pin-point their locations and areas of operation with colored map-tacks on a wall map of the locality.

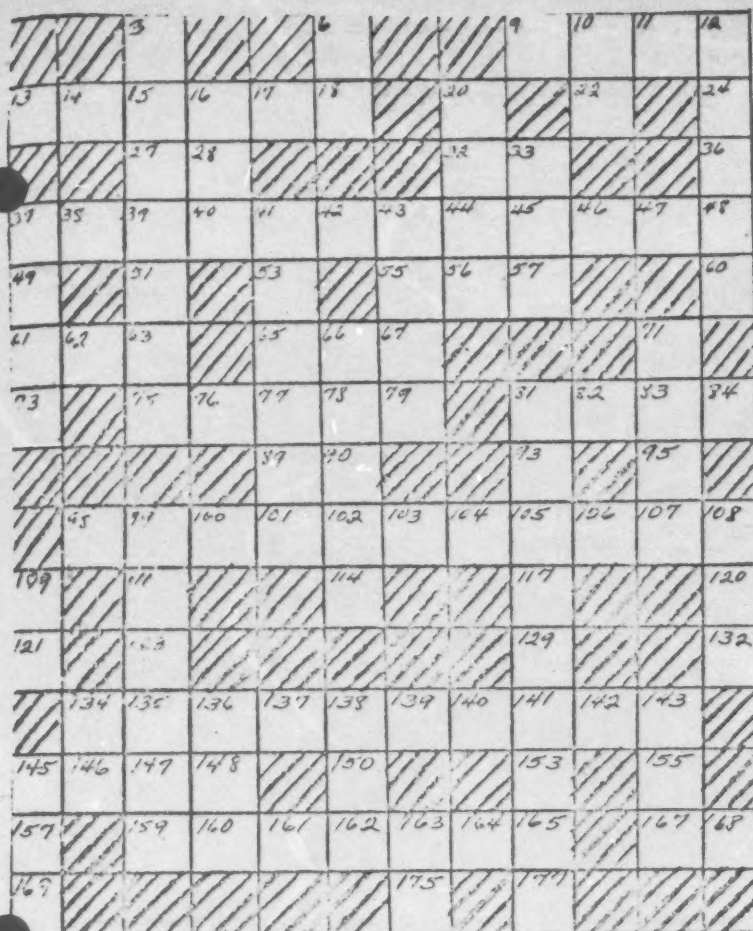
DESIRED LEARNING OUTCOMES:

Specific skills:
Research

Information:
Gaining insight into local business activity

Project may be used with Section 1, Unit 4 of A First Look at Distribution (1966), Unit IV, "Orientation and Job Placement" of Course Outline for Cooperative D.E.

CROSSWORD PUZZLE

THE CHANNELS OF
DISTRIBUTIONACROSS

9. Postal Service
13. Purchased on Terms
27. Therefore
32. Note on Musical Scale
37. Getting Goods or Services to Ultimate Consumer
55. Present Plural of "To Be"
61. Close Friend
65. Brown (light)
75. Tracking an Animal
81. Ready for Business
89. 3rd Person Neuter Pronoun
98. Sells to Retailers
134. Sells Buildings and Property
145. Supports Trousers
159. Customers Expect it
167. Perform

DOWN

3. Carry Cargo
6. 3rd. Person Neuter Pronoun
10. Present Singular of "To Be"
12. Get From a Bank
16. Small Mark
20. Indistinct Enunciation
33. Finished Lunch
41. Sell to Ultimate Consumer
43. Financial Institution
66. To Change or Remodel
71. To Clothe Oneself With
81. Provides Engine and Heating Fuels
99. Travelers' "Home Away from Home"
108. Behold
109. Located Inside
134. Musical Note
136. Completed a Repast
138. Educational Television (abv.)
143. Conclude
145. Purchase
163. Neuter pronoun

*Project may be used with Section 1, Unit 4 of A First Look at Distribution (1966), or Unit IV, "Orientation and Job Placement" of Course Outline for Cooperative D.E., (1964)

P.E.P. #4-6A*WORD PUZZLE: The Channels of Distribution

- | | |
|------------------|----------------|
| 9. Mail | 3. Vessels |
| 13. Credit | 6. It |
| 32. La | 10. Am |
| 37. Distribution | 12. Loans |
| 55. Are | 16. Dot |
| 61. Pal | 20. Slur |
| 65. Tan | 33. Ate |
| 75. Stalk | 41. Retail |
| 81. Open | 43. Bank |
| 89. It | 66. Alter |
| 98. Wholesalers | 71. Wear |
| 134. Real Estate | 81. Oil Dealer |
| 145. Belt | 99. Hotels |
| 169. Service | 108. See |
| 167. Do | 109. In |
| | 134. Re |
| | 138. ETV |
| | 143. End |
| | 145. Buy |
| | 163. It |

*Project may be used with Section 1, Unit 4 of A First Look at Distribution (1966), or Unit IV, "Orientation and Job Placement" of Course Outline for Cooperative D.E.,

UNIT #10 WHERE DO YOU FIT in the business scene? (Cont.)

ACTIVITIES:

- G. Project for groups on careers. Divide the class into groups of five. Each group will develop and make a presentation on how each profession or type of employment is related to distribution. Give 15 minutes to list facts. Have a spokesman in each group to read findings to the class. (For example, doctor's reception room furniture procured from office supply firm, schools, banks, lawyers, state and local government offices.
- H. Individual and group activity - Make up a list of how many products are used to make up a certain product (example, an automobile). Next consider how many different salesmen of each type of product call upon each car manufacturer to sell their products. (A salesman selling spark plugs, tires, generators.) Next, consider the number of salesmen selling one make of automobile throughout the U.S. Estimate the total number of salesmen involved in selling one product from your figures.
- I. Individual or team project: to have students see the many and varied types of jobs there are in the retail field. Have the students work in two's if it is possible. Use Organizational outline on page 48. Have the team write up a paragraph about each department. After that is accomplished, have each team write a short job description of each job listed. This project will stimulate a lot of conversation and exchange of ideas. The ideas as given will be read by the class and discussed at that time. Use the library if necessary, or cassettes from the CMC.
- J. For one week allow the students to check out cassettes to listen to the necessary training, obstacles, and rewards of almost any vocation. Have the student fill out a form provided by the teacher. (see attached)

In considering the role of a union in the career you are choosing, does a union play an important role in the career you are choosing? If so, do some research on the union involved, dues paid, advantages of joining.

- K. "Careers in Marketing", Bikkie, Occupational manuals and Projects in marketing, Gregg, McGraw-Hill

This manual or the outlines in the Texas manuals could be used as background material for an understanding of our Economic system and the career opportunities available for all fields. The following are projects the teacher can use if desired.

Student could start a notebook on vocation. Much background is being given at this time that will be saved for future use.

Provide students with topic heads for type of information that should be accumulated, such as:

UNIT #10 WHERE DO YOU FIT? (Cont.)

1. Education required
2. Experience required
3. Demand for that skill
4. Salaries
5. Future
6. History
7. Others

Before the student does this have him read over this outline carefully and decide which business or type of business he would like to research. page 49

- L. Bulletin Board: Have groups divided in the class to do boards on business in our community.

Take a field trip to a large warehouse or wholesaling operation, with the specific objective of analyzing the jobs and methods used in the assembly, receiving, marking and storing activities of distribution.

- M. Assemble Arizona grown and manufactured products: Do research involved in the progression of merchandise from the manufacturer to consumer. On five products, follow from the manufacturer to the consumer. Use "Arizona Directory of Manufacturers" from the Valley National Bank as a source of reference.

- N. Write a mailing list of business in Arizona and ask the students to type them a letter asking specific questions referring to the channels of distribution required in their businesses.

UNIT #10 WHERE DO YOU FIT?

P.E.P. #5-1A

AN ORGANIZATIONAL VIEW OF A LARGE RETAILING OPERATION

GENERAL STORE MANAGER

ADVERTISING	STORE OPERATIONS	FINANCIAL CONTROL	SALES PROMOTION	PERSONNEL MANAGEMENT
	receiving customer service maintenance	credit accounting budget	advertising display	hiring training welfare

A visualization of the range of activities in a department store is afforded by the following list of executives whose duties are defined in a recent organization manual of a large department store:

President
 Vice-President - General Manager
 Treasurer
 Vice President - Assistant General Manager
 Secretary - Director of Planning and Development
 Merchandise Manager - Ready-to-wear
 Merchandise Manager - Shoe and Men's and Boy's Wear
 Merchandise Manager - Accessories and Home furnishings
 Sales Promotion Manager
 Operations Manager
 Branch Stores General Manager
 Personnel Director
 Divisional Merchandise Managers
 Divisional Selling Superintendent
 Display Manager
 Advertising Manager Fashion Promotion Director
 Public Relations Director
 Office Manager - Branch Stores
 Branch Store Coordinator
 Controller
 Credit Department Manager
 Collective Manager
 Accounts Receivable Manager
 Cashier
 Bill Adjustment Manager
 Production Manager
 Accounts Payable Manager
 Head - Statistical
 General Auditor
 Superintendent of Protection

UNIT #10 WHERE DO YOU FIT? (Cont.)

P.E.P. #5-1B*

GUIDE FOR OBSERVING DISTRIBUTIVE ORGANIZATIONS

The following points are a guide for you to use in evaluating businesses which you serve. But these are a guide only to what you should see; you must always ask WHY?

I. Analyze the location of the business:

- A. Could it be located in any size town?
- B. In what part of the metropolitan area is it located?
- C. Is it located in the heart of a business district, on the fringe of it, or is it in a residential or industrial area?
- D. On what type of real estate is it located - corner, main street, shopping center, downtown, on the highway, residential, water-front, or what? Is the real estate of high, medium, or low value?

II. Analyze its merchandise:

- A. Who are its customers (what is their socio-economic class; why do they shop this location - where do they live and work)?
- B. Types of goods
- C. Quality and price
- D. Exclusive goods, or goods in competition? How strong is the competition?
- E. Does it sell services, also?

III Analyze its merchandising techniques:

- A. Is it self-service, or must the customer deal with a salesperson?
- B. Are the goods prepackaged so that they sell themselves, measure themselves, are easily picked up by the customer, and are transported to the cashier by the customer? Or are these functions performed by salespeople?
- C. What type of advertising is conducted - newspaper, radio, highway signs, mailer, display, word-of-mouth, or what? What is the tone of the advertising - pure price advertising, prestige goods, name advertising, or what?
- D. What is its pricing policy - prices in even dollars, ending in .95 or .98 or .88, or listing only the amount needed to pay down, or no pricing or what?
- E. Does it use mass displays, does it fill its windows with myriad articles of merchandise with huge price tags, does it principally use no display (keeping the goods on the shelves where the customer can get at them), or does it use tasteful, contrived displays such as you would see in a department store? Are the displays with the merchandise, or are they in other locations? Are the displays actually performing their function of selling goods?
- F. Does the organization engage in vigorous sales promotion efforts, or does it use the sedate, quiet, tasteful approach (low pressure)?

IV Analyze its markup:

- A. Does it offer charge account and/or delivery service, or is it cash and carry?
- B. Is it in a high-rent location and building?
- C. Does it employ comparatively many or few people?
- D. Is the customer expected to sell himself and help himself, or do

UNIT #10 WHERE DO YOU FIT? (Cont.)
P.E.P. #5-1B (cont.)

employees take care of this?

- E. Are the store fixtures, displays, and trim expensive or cheap?
- F. Does it handle a wide selection of merchandise, or are there only a few main items to choose from?
- G. Does it base its competitive position mainly on price, or does it try to compete in terms of service, reputation, goodwill, tradition, or what?
- H. From your observations, do you imagine the markup to be high, medium, or low?

UNIT #10 WHERE DO YOU FIT?

P.E.P. #5-2*

How Distributive Businesses
are OrganizedSubject: Business DetailsTechnique: ResearchType of Project: Individual
Team
GroupACTIVITIES/EXPERIENCES:

Consider a business that you would like to develop for yourself in the future. Work up a short paper for each section listed below in as much detail as time will allow.

- a. Location
- b. Buildings and facilities
- c. Kind of merchandise or type of services to be offered
- d. Type of organization
- e. Size of business and anticipated sales volume (number of employees)
- f. Equipment and supplies needed
- g. How much money will be needed to start and how will it be obtained?

DESIRED LEARNING OUTCOMES:

Specific skills:

- Problem solving
- Letter writing
- Information assembly

Information:

- Details of organizational problems related to establishing a distributive enterprise

*Project may be used with Section 1, Unit 5 of A First Look at Distribution (1966), or Unit IV, "Orientation and Job Placement" of Course Outline for Cooperative D.E.,

PERSONAL INTEREST FORM

Name _____ Address _____ Phone _____

Do you: Select your clothes _____ Buy them? _____ Make your bed? _____ Mow the lawn? _____ Clean your room? _____ Wash or dry dishes? _____ Empty garbage? _____ Other chores? _____

Do you like to be with others? _____ Younger? _____ Older? _____ Same age? _____

Organizations you belong to, offices held: _____

What are your hobbies? _____

What instruments do you play? _____ Do you sing? _____

What other talents? _____

H.S. subject you liked most _____ Least _____ Do you like picnics? _____ Dances? _____ Three sports you like watching _____ Playing _____

Activities you and your father do together _____
You and mother _____Do you drive to school? _____ Your own car? _____ If so, is it paid for? _____
License number? _____

Do you have to work? _____ Why? _____ Do you have: A savings account? _____ Amount _____ Car insurance _____ Amount _____ Life insurance? _____ Amount _____ Do you pay premium? _____

After finishing school, in what occupation do you hope to earn your living? _____

WORK EXPERIENCE

Where (last job first)	Employer's Name	Kind of Work	Dates: From To
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

REFERENCES

Three adults who can attest to your ambition and integrity. (Not relatives)

Name	Home address	Business address	Phone	Position
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

UNIT #10 WHERE DO YOU FIT? (Cont.)

EDUCATIONAL OBJECTIVES:

1. Students should be able to define economics in practical terms by writing a definition on a teacher prepared test over the end of the unit.
2. The students will be able to give three examples of our economic principles in terms meaningful to their way of life on a written exam.
3. The student will be able to list ten ways to better our standard of living.
4. Students will be able to show understanding of the concepts of demand and supply, price, competition, and profit as it applies to the field of distribution by a test. (Will require 75% accuracy on a true-false test.)
5. Students will understand and be able to define marketing by listing the five (5) rights on a written test.
6. The student will be able to better visualize the large field open to them for job opportunities because he will be asked to do work sheets on specific job requirements and prospects for advancement in careers in marketing.
7. Through the use of speakers and films and other visual aids students will get an idea of what these varied jobs require for entry level employment.

MATERIALS:

Film List for Marketing Unit -

Is a Career in Finance, Insurance or Real Estate for You? Aims Films, 15 mm
 Tell It Like It Is, Sterling Film Association
 It's Up to You - Choose a Career, Perrenial Education 11 mm, Color
 Is a Career in the Hotel or Motel Business for You? Aims Films, 14 mm, color
 Is a Career in Government for You?, Aims Films, 14 mm., color
 Is a Career in Electronics Manufacturing for You? Aims Films, 16 mm, color
 Careers: Leisure Industries, 9 mm, color
 Foresters, 14 mm, color, Centron Educational Films

These films are available from your Career Coordinator. Select the ones that will best suit the needs of your students.

The following filmstrips can also be obtained from your CMC-coordinator:

Job Hunting, Where to Begin: by Guidance Association, 10-12 minutes
 Jobs and Gender: by Guidance Association, 9 minutes, 9 mm.
 A Job that Goes Someplace, Guidance Association, 9 mm and 9 minutes.
 The Cassettes mentioned in Careers in distribution section are called "American Occupations Series", by Educational Sensory Programming
 Most are 15 mm in length and should be obtained from the CMC coordinator.

UNIT #10 WHERE DO YOU FIT? (Cont.)

Texts:

Distribution and Distributive Careers, Grandfield/Gold, Fairchild Publ.

Working in a Service Industry, Grandfield/Gold, Fairchild Publication

Careers in Marketing, Bikkie, Gregg, McGraw Hill.

Distribution in Our Economy, Texas Manual, University of Texas, Austin, Texas
Texas Extension Service

Marketing in Our Economy, Texas Manual, University of Texas, Austin, Texas

Arizona Director of Manufacturers, Employment Security Commission of Arizona,
compliments of Valley National Bank.

JEMS UNIT #11 - CAREER EXPLORATION

JEMS ACTIVITIES

Review the job investigation sheets collected from work earlier in the year... Summarize areas preferred, and narrow down to a career field choice for individual investigation.

Plan individual work for the term, based upon choice of one of the units of study listed in the materials section of this unit.

Check the OCCUPATIONAL OUTLOOK HANDBOOK available in the classroom to research an occupational field for education, training necessary, salary to be expected, etc.

Prepare a written list of the school courses to be taken before graduation that will be of value in the student's occupational choice.

Student will take a sample employment test in his chosen career area.

View film, filmstrips, records or other media related to the career area choice and report written, orally or to entire class on findings.

Collect and compile list of resources for finding information in depth on the career cluster of your choice.

EDUCATIONAL OBJECTIVES

1. The student will have taken a sample employment test in his chosen area.
2. Each student will write a minimum of three job investigation sheets per quarter, or trimester, and or a total of nine during the entire school year which will contain job identification areas discussed in class.
3. Each student will investigate at least one career area in depth, completing a unit of individual study, to the instructor's satisfaction, agreed upon between student and instructor, during one of the terms of the JEMS course.
4. All students will demonstrate an understanding of the value of career planning by being able to prepare a written list of future high school subjects that will be of value in the student's occupational choice.
5. Each student will demonstrate his understanding of the requirements and qualifications for at least one occupation of their choice by checking the OCCUPATIONAL OUTLOOK HANDBOOK from the U.S. Government Printing Office, current edition, and submitting this information to the instructor in the form of a written report.

CAREER

EXPLORATION

accounting



data
processing



clerical



marketing



MATERIALS NEEDED:

OCCUPATIONAL OUTLOOK HANDBOOK from U.S. Department of Labor, cost \$6.25
Available by writing to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Training manuals and workbook for office occupations listed below
should be ordered from McGraw-Hill Publishing Company, Office Job
Training Program:

Office	Accounts Payable Clerk*
Occupations	Accounting Receivable Clerk
	Billing Clerk
	Clerk Typist***
	Credit Clerk
	File Clerk
	Mail Clerk
	Office Cashier***
	Order Clerk
	Payroll Clerk***
	Personnel Clerk
	Purchasing Clerk
	Stock Control Clerk
	Traffic Clerk
	Typist

Series may be purchased as a classroom installation with three copies of each training manual and resource materials, 5 sets of filing supplies, 1 set of job selection guides, teachers resource manual, 1 display unit with cards or may be purchased individually...Those marked with the asterisks are particularly recommended for the JEMS course, if a few choices are preferred to the entire installation.

Marketing	<u>Careers in Marketing</u> by Bikkie from Gregg Division, McGraw-Hill Publishing Co.
"	<u>Exploratory Business</u> , pp. 5-31 by Dame, Payrick, Grubb published by Gregg Division
"	<u>Marketing, Sales, Promotion and Advertising</u> , chapters 5, 6, 7, 8 by Nolan and Warmke, published by South-Western Publishing Co.
"	<u>Working in a Service Industry</u> by Grandfield, Fairchild Publications
"	<u>Marketing Distribution & Distribution Careers</u> by Grandfield, Fairchild Publications, Inc.
Steno Occupations	<u>Exploratory Business</u> , by Bikkie (see above) pp. 113-182, Exploring Stenographic occupations
Stenography	First several chapters from beginning shorthand textbook available in business departments.

UNIT #11 - CAREER EXPLORATION

Data Processing You Are a Data Processor by Wood, published by Southwestern Publishing Co.

Data Processing Exploratory Business (see above), pp. 65-109
 This unit integrates an introduction to accounting and data processing occupations.

Data Processing Data Communications in Business, by Edgar C. Gentle, Jr., published by the American Telephone and Telegraph Company, New York.

Chapter VI, Trends in Data Communications, pp. 81-116 included current trends, case studies and supplementary information.

Three case studies beginning on p. 96 are suggested for students with a serious interest in this area.

Sources of information for student and instructor....print and non print media.

Central Maricopa Careers Project media list:

American Occupations Series cassette kits...each 15 minutes in length. Available on free loan from school coordinators listed in the preface.

Cassette Kits on the following career fields:

Accountant	Office Machine Operator
Advertising workers	Shipping-Receiving Clerk
Stenographer--Secretary	Business Machine Servicemen
Typists	Pilots-Copilots
Telephone Operators	Flight Engineers
Auto Parts Counter Man	Stewardess
Insurance Agent--Broker	Radio-TV Announcer
Manufacturers Salesman	Broadcast Technician
Real Estate Salesmen--Broker	Bank Clerk
Retail Trade Salesworker	Teller
System Analysts	Hotel Clerk
Programmers	Hotel Manager
Clerical Occupations	Federal Civilian Governments Workers
Bookkeeping Workers	Mail Carriers
Cashiers	Postal Clerks
Electronic Computer Operators	

CMC Films:

Is a Career in Radio or TV for You? 15 minutes
 Is a Career in Finance, Insurance or Real Estate for You? 15 minutes
 Is a Career in the Service Industry for You? 15 minutes
 Is a Career in the Sales Field for You? 15 minutes
 Is a Career in the Hotel, Motel Field for You? 15 minutes
 Is a Career in Government for You? 14 minutes

UNIT #11 - CAREER EXPLORATION

Materials Needed, Cont.

Sound filmstrip with records

People who Organize Facts - 32 minutes

Jobs for the Now Generation - 32 minutes

Research Coordinating Unit, Division of the State Department of Vocational Education--library, ERIC collection and extensive aid in planning and finding career background.

Other Resources of Print and Non Print Media

Career Education Resource Directory, sponsored by the Central Maricopa Careers Project and the Phoenix Chamber of Commerce

Lists of resource speakers, media, on-site visitations, individual student observers--categories in which companies are willing to accept a student to observe or shadow employees on the job.

ABIEC Speakers Bureau--Arizona Business and Industry Education Council - Call Jim Kerr for speakers in various areas.

Local school library



CULMINATION

UNIT #12 CULMINATION

1 Week

ACTIVITIES:

A short time should be devoted to summarizing the activities, especially the pre-vocational aspects of the course, to enable the student to further develop his career goals.

Individual conferences with students regarding career plans.

The post-test should be given (this can be used as your final exam).

EDUCATIONAL OBJECTIVES:

The student will demonstrate his pre-vocational competency by achieving a score on the post-test at least 50 per cent higher than his score on the pre-test.

MATERIALS:

Post-test (see test in Unit 1)

SUGGESTIONS:

Individual conferences could be started earlier and should consider classes the student is planning to take the following year which would assist the student in reaching his career goal.

APPENDIX

CENTRAL MARICOPA CAREERS PROJECT
High Schools and Their Career Coordinator
1973-74 School Year

Alhambra High School	Von Jones
Trevor Browne High School	Jim Harrison
Camelback High School	Fred Rogers
Carl Hayden High School	Sue Cook
Central High School	Evelyn Wing
East High School	Fred Rogers, Evelyn Wing, and Norm Epstein
Maryvale High School	Gretchen Koehler
North High School	Jim Gorman
Phoenix Union High School	Pat Holleman
South Mountain High School	Norm Epstein
West High School	Jeanne Vaughn

MATERIALS - BOOKS & PAMPHLETS

Allen Company (RCU)

American Telephone & Telegraph

Delmar Publishing, Inc.

Fairchild Publications

Follett Educational Corp.

General Electric

Gregg Div., McGraw-Hill

TEEN-AGERS PREPARE FOR WORK, Carson

DATA COMMUNICATIONS IN BUSINESS, Gentle

MERCHANDISING MATHEMATICS, Carlo & Murphy

DISTRIBUTION & DISTRIBUTIVE CAREERS, Grandfield
WORKING IN A SERVICE INDUSTRY, GrandfieldANITA POWERS, OFFICE WORKER
LOOKING FOR A JOB 1
WANTING A JOB 4

YOU AND THE COMPUTER, A STUDENT GUIDE

ABOUT HER, Andrews
ABOUT HIM, Andrews
BASIC MATH SKILLS, Morrison
BUSINESS DATA PROCESSING, Kahn
BUSINESS MATH 30, Rosenberg
CHARM, WhitcombA CAREER IN THE MODERN OFFICE, Morrison
1 Opportunities in Today's Office
2 Making the Most of Yourself
3 Making the Most of Your Skills
4 Getting the Right Job

CAREERS IN MARKETING, Bikkie

EXPLORATORY BUSINESS, Dame

THE JOB YOU WANT, Andrews

OFFICE JOB TRAINING PROGRAM

Accounts Payable Clerk
Accounts Receivable Clerk
Billing Clerk
Clerk Typist
Credit Clerk
File Clerk
Mail Clerk
Office Cashier
Order Clerk
Payroll Clerk
Personnel Clerk
Purchasing Clerk
Stock Control Clerk
Traffic Clerk
TypistPRACTICAL BUSINESS PSYCHOLOGY, Laird
TYPING 300INTRODUCTION TO DATA PROCESSING
WORLD OF WORK

Haskins & Sells

McKnight & McKnight

MATERIALS - BOOKS & PAMPHLETS, Cont.

NCR

DATA PROCESSING PAMPHLETS (3)
HANDLING MONEY
SUPERMARKET CHECKER EDUCATION, EP-9260
TOUCH SYSTEM

Pflaum/Standard

SEARCH FOR VALUES, Dimensions of Personality

Science Research Associates

WHAT TO DO AFTER HIGH SCHOOL

South-Western

BUSINESS PROJECT 1, Rosenberg
Home Products Co.
CASHIER-CHECKER
CENTURY 21 TYPEWRITING
CLERICAL OFFICE PROCEDURES, Meehan
COMPUTERS, PEOPLE & DATA, Wood
ENGLISH THE EASY WAY
MARKETING, SALES, PROMOTION, AND ADVERTISING
Nolan
MATH FOR THE CONSUMER
MATHEMATICS SKILL BUILDER, THIRD EDITION, Gossage
PERSONALITY BEHAVIOR FOR BUSINESS, Russon
PUNCTUATION: A PROGRAMMED APPROACH, Perkins
TEN-KEY ADDING-LISTING MACHINE & PRINTING
CALCULATOR COURSE, Pasewark
YOU ARE A DATA PROCESSOR, Wood
YOU AND YOUR JOB, Blackledge
OCCUPATIONAL OUTLOOK HANDBOOK
D.E. MANUALS
Distribution in Our Economy
Marketing in Our Economy
School & Business Relations

U. S. Printing Office

University of Texas

MEDIA

ARIZONA STATE UNIVERSITY

Films

Data Processing: Introductory Principles

ASSOCIATION FILMS

Films

No Hands But Yours

CENTRAL MARICOPA CAREERS PROJECT

Films

Bob & Caren & Ted & Janice, 20 min.

Careers in Communications, 12 min.

Careers: Leisure Industries, 9 min.

Foresters, 14 min.

Is a Career in Electronics Manufacturing for You?, 16 min

Is a Career in Finance, Insurance or Real Estate for You?, 15 min.

Is a Career in Government for You?, 14 min.

Is a Career in the Hotel or Motel Business for You, 14 min.

Is a Career in the Service Industries for You?, 15 min.

Is a Sales Career for You?, 15 min.

It's Up to You - Choose a Career, 11 min.

Filmstrips

A Job That Goes Someplace, 9 min.

Jobs & Gender, 9 min.

Job Hunting: Where to Begin

Cassettes

Accountant & Bookkeeping Worker, 15 min. ea.

American Occupations Series

Getting a Job, World of Work Cassette Kit

Lead the Field

DISTRICT FILM LIBRARY

Film

Applying for a Job

Aptitude & Occupations

Computer Revolution

Finding the Right Job

Getting a Job

Is there Communication when you Speak?

Listen, Listen

Typing Skills, Daily Job Techniques

V

MEDIA, Cont.

GUIDANCE ASSOCIATION

Films

If You're Not Going to College, 30 min.
Why Work at All? 15 min.

Filmstrips

What You Should Know Before You Go to Work, 30 min.
Your Job Interview, 35 min.

HONEYWELL CORPORATION

Films

The ABC's of Computers
You and the Computer

MODERN FILMS

Films

Communication Explosion
Good Looks Here & Now
How to Automate a Hamburger
What's In It for Me

NCR

Films

All the Facts

SOCIAL SECURITY ADMINISTRATION

Films

Before the Day
Samual & Social Security
Social Security in America
The Social Security Story

STERLING FILMS

Films

Tell it Like It Is

SPEAKERS

ABIEC (Arizona Business Industry Education Council)

Elmer Fox & Co.

Mr. Dick Bailey

Great Western Bank

Carol Sommers, Personnel

Honeywell

Miss Jan Dunn, Personnel

Mr. Andy Hertneky, Data Processing

Peat, Merrick & Mitchell

Minority CPA Speaker

Phoenix Personnel Association

Republic & Gazette

Proofreader

Social Security Administration

Touche, Ross & Co.

Mr. Jack L. Vaughn

FREE MATERIALS--SOURCES

What's it Like to be an Accountant?
Accounting is Business Leadership

Accounting Careers Council
Distribution Center
Box 650
Radio City Station
New York, NY 10019

Adding & Calculating Machine Companies

Arizona State Employment Service

How to Prepare a Salable Resume
How to Prepare Yourself for a Job Interview
Jobs for which an Apprenticeship is Usually Required
Jobs for which a College Education is Usually Required
Jobs for which a High School Education is Usually Required
Jobs for which Jr. College or Training is Usually Required
Finding a Good Job in the Want Ads
Occupational Information Sheets--DOT Titles Series

Will Loan Cash-Register & Give Instruction

Roy Holloway
Copper State Cash Register

Pamphlets on Cash-Register Operation & handling

N.C.R.

How to Make the Most of Your Job Interview

New York Life Insurance Company
First National Bank Plaza
Phoenix

Pamphlets, information and film

Social Security Administration

Arizona Directory of Manufacturers

Valley National Bank

PHOENIX UNION HIGH SCHOOL SYSTEM

Teacher Opinionnaire
for
JEMS - JOB EXPLORATION AND MACHINE SKILLS

School _____

1. How well did JEMS meet your students' needs?

Very Well Well Uncertain Not Very Well

2. As sophomores, did your students develop basic typing skills equivalent to one year of typing?

Highly Successful Successful Uncertain Unsuccessful

3. How do you rate student behavior in your JEMS classes?

Highly Motivated Motivated Uncertain Bored

4. Do you feel that this course encouraged students to continue with business education?

Very Well Well Uncertain Not Very Well

5. Assuming that JEMS is two preparations in one (Typing and Business), you put forth great teaching effort. Was it worth it?

Very Worthwhile Worthwhile Uncertain Not Worthwhile

6. How did you divide the teaching of the typing and the business?

First Semester: Quarterly Bi-Monthly Weekly Daily

Second Semester: Quarterly Bi-Monthly Weekly Daily

7. Did you have adequate facilities to carry out goals and objectives of the program?

Very Adequate Adequate Not Adequate

8. Do you feel that the system supplied you with adequate information and materials for teaching this course?

More than Adequate Adequate Partially Adequate Not Adequate

9. Which units do you feel were inadequate?

(1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12)

10. Do you feel that future workshops are necessary for teaching JEMS?

Yes

No

page 2

11. How do you feel the combination of TABS and JEMS for freshmen and sophomores compares with one year of General Business and one year of Typing.

Highly Successful Successful Uncertain Unsuccessful

12. What suggestions do you have to improve the course? List below:

Name (Optional)

Parent Opinionaire
for
JEMS - JOB EXPLORATION AND MACHINE SKILLS

Phoenix Union High School System
1972-73

The Phoenix Union High School System Board of Education and staff are evaluating new courses in order to provide a better learning experience for your child. We would appreciate your comments about this new course in which your son or daughter is enrolled. Please respond to each question as honestly as you can and respond with the choice that best represents your true feelings.

Your response will in no way affect the grade of your son or daughter, so please be frank and open in your comments. Read each statement carefully and mark your response in the appropriate box.

PLEASE RESPOND BY RETURN MAIL, USING THE ENCLOSED STAMPED ENVELOPE. YOU NEED NOT SIGN YOUR NAME.

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Who encouraged your child to take JEMS? | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Parents | Counselor | Teacher | Student | Other |
| 2. How well do you understand the purpose of JEMS? | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Very Well | Well | Uncertain | Not Very Well | Not At All |
| 3. For my child the course in JEMS has been | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Highly Successful | Successful | Uncertain | Unsuccessful | Highly Unsuccessful |
| 4. Has your child talked about any of the teaching or learning activities that have taken place in this class | ☐ | ☐ | ☐ | ☐ | ☐ |
| | No | Once | Twice | Three or More | Do Not Know |
| 5. My child's achievement in JEMS has been greater than in other courses he has taken this year. | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Strongly Agree | Agree | Un-decided | Dis-agree | Strongly Disagree |
| 6. My child tells me he feels a sense of success in this class. | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Very Often | Often | Sometimes | Seldom | Never |
| 7. JEMS has helped my child to make a realistic career choice. | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Strongly Agree | Agree | Un-decided | Dis-agree | Strongly Disagree |
| 8. I feel the JEMS course will encourage my child to take other business subjects. | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Strongly Agree | Agree | Un-decided | Dis-agree | Strongly Disagree |

Thank you for your time.